DOCUMENT RESUME

ED 288 666 RC 016 455

TITLE Community Leadership Development: Implications for Extension.
INSTITUTION Northeast Regional Center for Rural Development, University Park, PA.
PUB DATE Sep 86
NOTE 41p.; This publication is the result of work of the National Extension Task Force for Community Leadership, which was appointed in 1984 by the Community Resource Development/Public Affairs Subcommittee of the Extension Committee on Organization and Policy (ECOP). For related document, see RC 016 454.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Development; *Community Leaders; Directories; Educational Development; *Extension Agents; *Leadership; Leadership Styles; Literature Reviews; National Surveys; *Program Development; Questionnaires; Rural Development; Rural Extension; Theories; *Theory Practice Relationship
IDENTIFIERS *Community Development Specialists; *Cooperative Extension Service; Leadership Development Program

ABSTRACT

Designed for extension personnel who are involved in community leadership (CL) programs, this publication summarizes recent national efforts that could be useful in developing and conducting CL programs, and current leadership theory and literature. Part 1 reports the results of the national survey, initiated in April 1985, of extension staff involved in CL efforts, by type of programming, interests and roles of CL programmers, networks of these programmers, and their backgrounds. Part 2 presents summary information from four national projects dealing with leadership programs for extension clientele in agriculture, natural resources, home economics, 4-H and youth, and community development. Part 3 provides an overview of the literature on leadership, summarizes the major leadership research traditions, and considers the implications of each tradition in relationship to CL development programs. Part 4 sets forth the implications of five theories for extension CL development programs (trait approaches, behavioral approaches, situational-contingency approaches, transactional approaches and attributional approaches), and examines each one. Part 5 is a directory of personal and organizational contacts for CL programming. The methodology for the national survey and sample questionnaires on the current status of extension staff in all program areas are appended. (JMM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED288666

Community Leadership Development Implications for Extension

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Daryl K. Heasley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OCT 27 1987
RECEIVED
ERIC/CRESS

Community Leadership Development
Implications for Extension

Extension Committee on Organization and Policy/Community
Resource Development — Public Affairs Subcommittee:
National Extension Task Force on Community Leadership

Published by
The Northeast Regional Center for Rural Development,
University Park, PA 16802

September 1986

CONTENTS

FOREWORD 1
Task Force Background and Activities 1
Task Force Membership 1
Work of the Task Force 1

ACKNOWLEDGMENTS 2

INTRODUCTION 2

PART 1: Results of the National Survey of Extension Staff Involved in CL Efforts 2
Methodology 2
Type of Community Leadership Programming 2
Types of Publications and Materials Generated by CL Programmers 3
Interests and Roles of CL Programmers 3
Preferred Type of CL Program 3
Best Extension CL Leadership Efforts 3
Best non-Extension CL Leadership Efforts 3
Most Valuable CL References 4
Networks of the CL Programmers 4
Researchers Involved in CL 4
Organizations Involved in CL 4
Interest in CL Network 4
Background of CL Programmers 5
Academic Specialties 5
Training in CL 5
CL Expertise 5
Academic Degrees 5
Discussion 5
Conclusion 6

PART 2: Initiatives in Support of Community Leadership Development Programs 6
National Extension Task Force on Community Leadership Networking 6
Definition of Community Leadership 7
The CL Network 7
Work Groups 7
Suggested Work Group Tasks 7
Extension Community Leadership Programs in the United States 8
Content and Structure of Publication 8
CL Program Summaries 8
Report Findings 8
National Impact Study of Leadership Development in Extension 10
Taxonomy of Leadership Skills and Knowledge 10
Local Leadership and Rural Development: Implications for Research and Extension 10
The Emerging Structures of Rural America 10
Information for Democratic Governance 11
Appropriate Technology for a Changing Rural Society 11
Local Leadership and Rural Development: Implications for Research and Extension 11
Rural Institutional Change 11
Local Government Capacity 11
Information for Decision-Making 11
Appropriate Technology 12
Implications for Research 12
Implications for Extension 12

PART 3: A Review of Literature on Leadership with Application to CES Community Leadership Development Programs 12
Overview of Literature on Leadership 12
Trait Approaches 13
Behavioral Approaches 13
Early Behavior Studies 13
One Best Style 14
Yukl's Taxonomy of Leadership Behavior 14
Situational-Contingency Approaches 14
Contingency Theory 15
Leader Match Theory 15
Path-Goal Theory 16
Normative Decision Theory 16
Situational Leadership Theory 17
Transactional Approaches 18
Idiosyncrasy Credit Theory 18
Vertical Dyad Linkage Theory 18
Attributional Approaches 19

PART 4: Implications for Extension Community Leadership Development Programs 20
Implications of the Trait Approaches 20
Implications of the Behavioral Approaches 20
Implications of the Situational-Contingency Approaches 21
Implications of the Transactional Approaches 22
Implications of the Attributional Approaches 22

PART 5: Personal and Organizational Contacts for Community Leadership Programming 23
Cooperative Extension Service Community Leadership 23
Regional Rural Development Centers 25
Statewide Rural and Agricultural Leadership 25
Foundation and Private Interests (non-Extension) 26

APPENDIX A: Methodology for the National Survey 27

APPENDIX B: Community Leadership...What is Going On? 28

TABLES

1. Extension Professionals Involved in Community Leadership, by Program Area and Region 4

2. Percent of Time Extension Programmers Spend on Community Leadership 5

3. Questionnaires Sent and Returned, by Region 27

FIGURES

1. Four Leadership Styles 14

2. The Managerial Grid 15

3. Leadership Effectiveness in Situational-Contingency Approaches 16

4. A Path-Goal Model of Causal Relationships 16

5. A Path-Goal Model of Leadership 17

6. Situational Leadership 18

7. Summary of Four Situational-Contingency Theories 19

FOREWORD

This publication stems from the work of the National Extension Task Force for Community Leadership, which was appointed in 1984 by the Community Resource Development/ Public Affairs Subcommittee of the Extension Committee on Organization and Policy (ECOP). The ECOP/CRD-PA Subcommittee charged the task force with the following:

- Identify appropriate extension staff in all program areas, as well as research and nonextension persons involved in community leadership program.
- Give leadership in establishing an ongoing system of sharing information on community leadership programs of interest to Cooperative Extension.
- For state extension services, the Regional Community Resource Development Committee, and the ECOP/CRD-PA Subcommittee, identify and recommend potential areas for program development and evaluation.
- Seek possible sources of private or public funding for network development.

CES is conducting an increasingly larger number of leadership development educational programs across the country. These programs are very diversified and range in scope from multi-state to statewide, multi-county, countywide, and even community-specific. Some are single, short educational sessions while others are multi-year programs offering a variety of educational experiences. Audiences include both youth and adults and members of the general population as well as specific subgroups (e.g., Hispanics, farmers, or women). Program purposes also vary — from general leadership training to community leadership development training to organizational leadership development to training of volunteer workers.

Regardless of the audience, purpose, duration of program, or geographical area served, all leadership training programs have a similar goal: to improve participants' ability to influence group decision-making and action, whether in informal small groups, organizational settings, or community contexts.

The content of some leadership training programs is not consciously based on empirical research yet embodies the findings of such research. This apparent fit between what is taught and what the current literature recommends may be deceiving. It may be more a function of intuition than the result of deliberate, knowledge-based planning.

With the increasing attention CES is giving to all forms of leadership development, particularly community leadership development, the task force decided that it was time to assess deliberately and systematically the subject matter being taught, the references used, and the background of those doing the teaching. Therefore, before proceeding with the formation of a national network, the task force decided that they needed two things: information about the pool of potential network participants, their interests, and backgrounds, and a better understanding of ongoing community leadership programs in the nation. To obtain this information, a survey was initiated in April 1985. Results of the survey are summarized in Part I of this publication.

Task Force Background and Activities

The task force has its roots in an interest network which was sponsored by the North Central Regional Center for Rural Development and which in 1984 produced the publication, *Extension Community Leadership Programs in the United States*. The response to the publication, as well as the interest expressed by Extension personnel across the nation, encouraged network members and the North Central Regional Center to explore the possibility of involving a national group in working on selected aspects of leadership programming and networking. Support from all of the regional centers made the task force a reality.

Task Force Membership

Task force members were selected under the auspices of all four Centers for Rural Development to represent the various regions of the country, all extension programming areas, and the 1890s institutions as well as the land-grant universities.

Members serving on the task force are:

Lorna Michael Butler — *Washington State University*
Daryl Heasley — *Northeast Regional Center for Rural Development, The Pennsylvania State University*
Kenneth Hotopp — *National Association of County Agriculture Agents, Cornell University*
Peter F. Korsching — *North Central Regional Center for Rural Development, Iowa State University*
W. Robert Lovan — *USDA/ES-NR & RD*
Harriett Moyer — *University of Wisconsin*
Esther Shoup — *Home Economics, Connecticut University*
John L. Tait — *Iowa State University*
Greg Tillson — *Oregon State University*
Ron Williams — *ECOP/CRD-PA, Kentucky State University*
John A. Michael — *USDA/ES-PDEMS (ex-officio member)*

Serving as 1985 co-chairs of the task force were Lorna Michael Butler and Ron Williams. Co-chairs for 1986 are John Tait and Ron Williams; 1987 co-chairs will be Harriett Moyer and Ron Williams.

Work of the Task Force

The task force, created for a three-year period, has striven to meet its formal charge through two major activities:

- designing and disseminating the results of the national benchmark survey on extension personnel and programs dealing with community leadership development
- planning a conference to help ensure the formation of a na-

tional network of extension personnel who will deal with community leadership development

The task force is further committed to updating extension people on the latest leadership research and fostering continued contacts with researchers.

ACKNOWLEDGMENTS

Although the task force accomplished its work in a collaborative fashion, we wish to accord special recognition to Lorna Michael Butler who, along with Robert Lovan, assumed primary responsibility for developing the survey instrument and conducting the national survey. Lorna and her secretary, Donna Gardner, tabulated and summarized the data gathered from the survey. The task force sincerely appreciates these efforts.

We also owe a debt of gratitude to Harriett Moyer, who provided leadership in putting together this publication, and to Harriett's secretary, Karen Wideen, who did the word processing for much of the manuscript.

In addition, the task force gratefully acknowledges the support for the survey which was given by Washington State University Cooperative Extension, USDA/ES and ERS, and the Western Rural Development Center. Special thanks also to North Central and the Northeast Regional Centers for Rural Development, for their support in ensuring that this publication was completed and printed.

INTRODUCTION

The major objectives of this publication are to share the information gained from the survey on CES staff involved with community leadership (CL) efforts, to summarize recent national efforts that can be useful in developing and conducting CL programs, to summarize current leadership theory and literature, and to provide a directory of current leadership programs.

This publication is designed for extension personnel who are involved in or responsible for the design, implementation, and evaluation of CL programs. It should be especially useful in the formation and continuation of a network of such programmers. Copies will be made available to state directors and 1890 administrators, state program leaders of all program areas, selected state specialist in all program areas, ES decision makers, network symposium attendees, and survey respondents.

This publication has five major parts. Part I reports the results of the national survey of extension staff involved in CL efforts; Part II presents four national projects that will be useful in developing and conducting CL programs; Part III summarizes current leadership theory and literature; Part IV sets forth the implications of theory for Extension; and Part V is a directory of CL programs.

PART 1: Results of the National Survey of Extension Staff Involved in CL Efforts

By Harriett Moyer and Lorna Michael Butler*

This section reports and discusses the results of the national survey. Major findings of the national survey are presented by (1) type of programming, (2) interests and roles of CL programmers, (3) networks of these programmers, and (4) background of the programmers. Details of the methodology are presented in Appendix A, but the most essential aspects of the methodology are stated below.

Methodology

The survey was designed by members of the task force. Respondents were identified through Directors of Extension in each land-grant and 1890 institution. Each director was asked to give the survey to one or two individuals with CES who were involved with community leadership programming. Directors were encouraged to consider staff representing all programming areas. One hundred-forty-six questionnaires were sent to Directors of Extension, of which 72 percent (106) were completed. Responses were received from all program areas. (See Appendix A.) The survey instrument is presented in Appendix B. The term *CL programmers* refers to extension staff who are serving as educators in community leadership development. For the definition of community leadership used in the survey, see page 7. The terms *community leadership development* and *leadership development* are used interchangeably.

Type of Community Leadership Programming

Working with general community leaders to help them improve specific leadership skills, achieve greater understanding of the community development process, and increase their knowledge of organizational structures and community analysis was how the largest number (53) of respondents described their leadership programming. Specific subject matter for this audience of general community leaders includes conflict management, citizen participation, skills in problem solving, decision-making, planning, administration, needs assessment, and how to influence state policies.

Special extension clientele was another large audience of the community leadership programmers. Instruction in leadership styles, how to work with advisory groups, process and organizational skills, and working with volunteers are key subject matter for the special extension clientele.

Community leadership efforts are also geared towards women in general, agricultural and natural resources industry leaders, minorities, and low-income groups. How to deal with issues, public policies, and decision-making processes are frequently mentioned topics for these groups. Audiences of the community leadership programmers are ranked below

*Harriett Moyer is an Extension Sociologist and Associate Professor at the Recreation Resources Center, University of Wisconsin-Madison. Lorna Michael Butler is an Extension Anthropologist and Professor of Rural Sociology at Washington State University, Puyallup, Washington.

according to the frequency of mention by the programmers.

1. Voluntary community organization representatives
2. Extension staff
3. Local, regional, and state government representatives
4. Agricultural business and industry representatives
5. Extension Home Economics organization representatives
6. Nonagricultural business and industry representatives
7. 4-H and youth organization representatives
8. Family-community leadership representatives
9. Extension advisory group representatives
10. Other special-interest/advocacy group representatives
11. Other (e.g., current or emerging rural farm leaders, extension homemakers, small farmers, small business people, interested citizens, state or regional associations)

Types of Publications and Materials Generated by CL Programmers

The majority (69 percent) of the CL programmers indicated that they developed training materials and publications of their own to support their community leadership programming efforts. The training materials were frequently designed as a teaching packet comprising an audio-visual aid, accompanying instructor's guide, brochures, and learning exercises. The most frequently mentioned subject matters were group process, holding effective meetings, community problem solving, community economic planning and land use, program development in extension, and facets of public policy education.

Interests and Roles of CL Programmers

The programmers rated nine roles by the degree of interest. Idea generator was the most interesting role to the largest number of CL programmers, while the role of researcher held the least interest. Roles considered were writer, trainer of staff, trainer of general public, presenter of technical subject matter, researcher, project evaluator, idea generator, group facilitator, and project leader. They were ranked as follows:

Role	Rank
Idea generator	1
Trainer of general public	2
Trainer of staff	3
Group facilitator	4
Project leader	5
Presenter	6
Writer	7
Project evaluator	8
Researcher	9

When asked which role they would personally prefer to assume, the CL programmers ranked trainer of general public first, followed by idea generator and trainer of staff.

Preferred Type of CL Program

CL programmers stated if given an opportunity to carry out a new and important CL effort, they would most prefer to initiate a public policy leadership program or a program on organization development and group problem solving. Types of programming ranked by order of preference were:

Type of Program	Rank
Public policy leadership development	1 (tied)
Organizational development and group problem solving	1 (tied)
Leadership development (general)	3
Community needs assessment	4
Community development (general)	5
Citizen participation (general)	6 (tied)
Volunteer development and management	6 (tied)
Economic development, entrepreneurship, cross-cultural communications	8

CL programmers prefer to aim a new and important effort towards the following audiences (listed in order of preference): community or lay leaders; local organizational representatives; public officials; business people; extension staff; university personnel; "young" leaders; low-income and minority persons; potential or emerging agricultural or rural leaders; extension leaders; and families, households, and women. Public officials and business people were equally rated, as were low-income and potential or emerging leaders. The frequency with which nontraditional audiences were cited suggests an openness on the part of CL programmers to serve new audiences.

Methods to be used in carrying out new and important efforts are listed below in order of preference:

Methods	Rank
Workshop, institutes, forums, seminars, conferences	1
Needs assessment and analysis	2
Small group processes	3
Case study problem solving	4
Lectures and subject matter presentations	5
Media technology	6
Coaching or individual consultation	7
Printed matter	8
Field trips or travel seminars	9
A self-study	10

Best Extension CL Leadership Efforts

More than 50 different CL programming efforts located in all regions of the nation were nominated as being the best known by the programmers. The programming efforts also encompassed all major extension program areas (agriculture and natural resources, home economics, 4-H and youth, and community resource development). Subject matter included interpersonal and organizational management skills, public policy, the social action process, and volunteer development.

Best non-Extension CL Leadership Efforts

All together, the 106 respondents nominated approximately fifty programs as the best non-Extension efforts known to

them. The majority could not name any non-Extension programs. Citizen participation, family relationships, and special leadership training for women and minorities were among the topics.

Most Valuable CL References

More than 100 references were cited by the programmers. Most programmers cited one or two. Many of the references were written by extension colleagues, sometimes under the auspices of some specially funded program, such as the Citizen Involvement Training Program Series at the University of Massachusetts and the Family Community Leadership project at the Western Rural Development Center. Social change, group dynamics, and citizen participation were the major subject matters of the references. There were a limited number of citations to such classic references as Stogdill's *Handbook of Leadership*. No professional journal articles were cited.

Networks of the CL Programmers

Since the major charge of the task force was to form a national network of professional people who are interested in and doing community leadership programming, the survey sought to determine CL programmers' knowledge of other extension professionals and their work in CL programming.

Slightly more than 400 Extension professionals representing all program areas were identified as being involved with community leadership development. The largest number of nominees were identified with community resource development, the smallest number with natural resources. The number of people identified by programming area is as follows:

Programming Area	Number of People Identified
Community Resource Development	88
Home Economics	81
4-H and Youth	76
Agriculture	75
Natural Resources	44
Other*	41

An analysis of extension professionals' contacts by region and programming area reveals that in the North Central Region a relatively uniform number of people were identified across most areas. By contrast, the Southern Region had the greatest concentration named in the CRD area. In all regions, natural resources had the fewest number of contacts. (See Table 1.)

The larger number of contacts named in the Southern Region is a function of the number of questionnaires distributed in each region. (See Appendix A.) The number of nominees per respondent is approximately the same across all regions.

Although respondents could name extension professionals involved in CL efforts in each programming area, there appeared to be little consensus on either a regional or national basis as to which people were the role models or "leaders in the field." Only twelve people received more than one nomination, and among this list of twelve the majority received two nominations.

Table 1. Extension Professionals Involved in Community Leadership, by Program Area and Region

Region	Agr	NR	HE	4-H & Youth	CRD	Other*	Total
North Central	16	8	16	16	16	8	80
Northeastern	15	10	17	13	13	7	75
Southern	25	13	25	27	36	13	139
Western	16	10	20	17	21	11	95
Territories	3	3	3	3	2	2	16
TOTAL	75	44	81	76	88	41	405

*"Other" was defined as administration, community education, teaching, research or some other area of responsibility that was unclear.

Researchers Involved in CL

The majority of programmers did not know of anyone doing research on community leadership in their state. Extension professionals may have relatively few opportunities to be in contact with researchers. The group of CL programmers who did know someone in CL research produced more than 30 names. Research topics mentioned included community services, attitude differences between residents and leaders of small towns, leadership adjustment to change, and military leadership.

Organizations Involved in CL

When asked to name non-Extension people or organizations outside their own state, the programmers submitted 48 names of organizations that are involved in community leadership. This compares with 400 extension professionals named. Types of subject matter offered by non-Extension organizations include management training, motivation, minority leadership effectiveness, and training elected and lay leaders.

Although the majority (approximately 60 percent) of the programmers who answered the question did not know of any non-Extension organization involved in CL efforts, the remainder of the programmers named 76 in-state non-Extension organizations. Activities with which these organizations are involved include leadership training for recreation leaders, funding, lobbying, and board training.

Interest in CL Network

Eighty six percent of the CL programmers who answered the question expressed a strong interest in becoming part of an identifiable CL network. The major purpose of such a network was seen as assisting in identification and sharing of resources, training materials, and research. Another value of the network cited was sharing ideas for program development. Additional purposes suggested were collaboration on projects, programs, publications and materials; helping to keep current on state and national research, ideas and knowledge; and advancement of the field of community leadership development.

Background of CL Programmers

The academic background, specific training in leadership development, and extension responsibilities of the respondents were investigated.

The majority (62 percent) of the programmers held extension appointments. Fourteen percent held teaching positions and an additional 14 percent held administrative appointments. Nine percent of the respondents held research appointments, and those remaining indicated an unspecified appointment. Among those who held an extension appointment, a total of 66 programmers were 100 percent extension.

Community development was the extension programming area with which the great majority (73 percent) of the CL programmers were associated. Other programming areas were home economics, 15 percent; agriculture, 14 percent; natural resources 13 percent; and 4-H and Youth, 9 percent. The remainder were in areas such as administration and program development.

Only 5 percent of the CL programmers spent from 81 to 100 percent of their time on community leadership. Table 2 shows the percentage of programmers along with the percentage of time they devote to leadership development. Roughly a third of the group spend more than 40 percent of their time on CL.

Relatively few of the programmers (24 percent) teach for credit any course that contains subject matter about CL concepts, theories, or skills.

Few CL programmers (11 percent) were currently involved with research projects funded by experiment stations. Of the small number (12) who were doing research, the majority were funded by either USDA Hatch funds or agricultural experiment station funds.

Table 2. Percent of Time Extension Programmers Spend on Community Leadership

Percent of Programmers	Percent of Time on CL
35	0–20
30	21–40
14	41–60
16	61–80
5	81–100

Academic Specialties

The largest number of CL programmers (51) were associated with some area of adult or continuing education; the next highest number (45) had an academic specialty in one of the social sciences (excluding business and economics). Eighteen programmers stated their specialty was in one of the business or economic areas, while another 18 associated themselves with an agricultural science. Sixteen were in administration, program evaluation, or organization/volunteer management. Home economics and child and family development were the specialty of 17 more. The remainder were spread across a variety of specialties, including recreation, planning, and geography. (Some programmers named more than one specialty.)

Training in CL

Slightly less than half (46 percent) had some formal-credit course training in community leadership. This training was primarily in the field of sociology or community development. When asked about informal work in CL, 64 percent of the programmers indicated they had such training. Much of this training had been garnered at in-service training and staff development sessions or in special workshops, conferences, or centers. Some had gained their informal training through paid work and volunteer activities.

CL Expertise

The greatest number (33) of programmers state their expertise is in the areas of group dynamics, group processes, and conflict resolution. The next largest group (10) indicate their expertise is in training special groups such as youth, disadvantaged, church leaders, and nonprofit boards. Other areas of expertise mentioned were community organization analysis, citizen involvement, and public policy analysis, education, and information.

Academic Degrees

At least one social science degree in sociology, social work, psychology, or anthropology is held by 51 percent of the CL programmers. One or more degrees in some field of education are held by another 45 percent. Thirty-eight percent of the programmers had at least one degree in economics or business. Other types of degrees held are liberal arts, 11 percent; home economics, child, family or human development, 23 percent; geography, planning, or landscape architecture, 6 percent; political science or public administration, 8 percent; communications, 8 percent.

The majority (55 percent) of this group of programmers hold a Ph.D. and 69 percent of the group has state (as opposed to county or multi-county extension) responsibilities.

Discussion

Like the national survey of community leadership programs conducted by the North Central Regional Interest Network[1], this second national survey confirmed that extension is devoting considerable resources to community leadership development across all programming areas. Many of the CL programmers appear to be associated with the community development programming area, but this finding may be due to a limitation of this study. We learned during the data collection phase that many extension administrators seem to perceive community leadership programming as primarily the domain of Community Development; thus, they chose many respondents from that area. If this is the case, efforts may need to emphasize the fact that CL development is relevant

1. *Extension Community Leadership Programs in the United States, A Survey of Community Leadership Programs by the North Central Regional Interest Network*. North Central Regional Center for Rural Development, Ames, Iowa, 1984.

to all extension programming areas. The respondents themselves appeared more knowledgeable about CL programming in all areas.

Much of the programming being carried out is based on research of small group skills. The references cited appear to indicate that programmers are not using current theory and research. This situation may be attributable to the fact that the programmers do not perceive the need for such literature in their teaching situations or that they simply do not have time to keep up with the literature and thus fall back on the "tried and true" contributions of their colleagues.

Further, linkages to the researchers and non-Extension people and organizations involved with leadership development seem limited. The CL programmers express great interest in the formation of a network and perceive its major purposes as assisting in identification and sharing of resources, training materials, and research. So the programmers do appear to see a need for updating themselves. When the network is formed, some care should be taken to ensure a continuous influx of the research and literature, lest the network become a closed system and circulate only the knowledge base and materials already known to its members. The network needs to include researchers and non-Extension practitioners.

Many CL programmers may have somewhat limited formal training in CL. Slightly less than half had any formal training in CL, but the majority indicated they had some informal training. No attempt was made to assess the scope and recentness of this training.

Programmers expressed more interest in training the general public than in training other staff. In this time of diminishing resources, the issue of where the efforts should be channeled needs careful consideration. To what extent should extension devote scarce resources to training extension clientele as opposed to its own staff?

Although the majority of the CL programmers hold a Ph.D., the research role apparently holds little attraction or reward for them. Perhaps their positions and academic roles are such that research necessarily assumes a low priority. Sixty-two percent of the respondents had 100 percent extension appointments, and only 11 percent of all the respondents were doing research. Therefore, it is not surprising that little Hatch or experiment station money is tapped for research on leadership. Yet extension is clearly devoting considerable resources to CL programming. Perhaps individuals in the network could cooperate to design leadership research proposals that would merit USDA funding. In addition, efforts should be made to encourage extension professionals to cooperate in and associate themselves with research projects on leadership, i.e., assume an advisory role. Extension's own extensive contacts with local and state leaders might well prove to be a fruitful source of significant insight into and understanding of community leadership in future research projects.

In summary, some community leadership programming is being done in all extension programming areas. An expanded theoretical base and knowledge of the current literature need to become the tools of these programmers. The formation of a national leadership network could strengthen CL programming bases documented by the survey.

Conclusion

The previous discussion points to several issues regarding leadership development which extension decision-makers may have to address.

1. How can stronger linkages between extension CL programmers and current researchers be forged?

2. What should be the balance between devoting resources to training extension staff in community leadership development and training the general public?

3. Should community leadership development be more fully integrated into all areas of extension programming and, if so, how can this be done?

4. How can extension CL programmers be made more knowledgeable about leadership development programs and research going on outside their own organization?

PART 2: Initiatives in Support of Community Leadership Development Programs*

By W. Robert Lovan, ES/USDA

This section presents summary information from four recent national projects. The information will be useful in developing and conducting community leadership (CL) programs for Extension clientele in agriculture, natural resources, home economics, 4-H and youth, and community development. The four projects are:

- National Extension Task Force on Community Leadership Networking
- Extension Community Leadership Programs in the United States
- National Impact Study of Leadership Development in Extension
- Local Leadership and Rural Development: Implications for Research and Extension

National Extension Task Force on Community Leadership Networking

The Extension Committee on Policy, Community Resource Development Public Affairs Subcommittee's Task Force on Community Leadership Development Networking. Cochairs: Ron Williams (Kentucky), with Lorna Butler in 1985 (Washington), John Tait in 1986 (Iowa) and Harriett Moyer in 1987 (Wisconsin).

Many extension efforts, regardless of program affiliation or position responsibility, provide training and information support for the resolution of community concerns, public decision-making, and policy development. Extension works with a wide range of groups that frequently require their own leadership to have knowledge and skills to represent their group interests effectively to the larger community. For example: agricultural commodity organizations concerned with public reaction over a controversial cropping practice, local homemakers involved with changing local community conditions; county government officials interested in effective pub-

lic decision-making and organizational management skills, and social service advisory boards supporting youth needs. Because community leadership education is vital to all extension work, the CL network will provide organizational integration and program support to the Cooperative Extension system. One of the four objectives of National Extension Task Force for Community Leadership Networking is "to establish an ongoing system of sharing information on community leadership programs of interest to Cooperative Extension."

Definition of Community Leadership. In implementing its charge, the CL Task Force defined Community Leadership:

> Community Leadership is that which involves influence, power, and input into public decision-making over one or more spheres of activity. The spheres of activity may include an organization, an area of interest, an institution, a town, county or a region. Leadership capacity extends beyond the skills necessary to maintain a social service and/or activities organization. The leadership skills include those necessary for public decision-making, policy development, program implementation, and organizational maintenance.

The CL Network. The CL Network is not a highly structured or formal group. The structure and composition fluctuate with particular activities and operate through working groups. A set of general criteria are meant to promote network participation:

1. Demonstrated interest in community leadership development, education, and/or research
2. Ability and interest in working across extension program areas (interdisciplinary)
3. Motivation for and interest in working in a network
4. Travel and per diem for work group members — from individuals' respective state extension directors or from a work group's acquired funds

Work Groups. The mechanism for Network productivity is the informal "work group." Work groups come together around a specific project; members assume primary responsibility for identifying, maintaining, and monitoring their own activities by:

1. Establishing group priorities
2. Monitoring and guiding group projects, efforts, tasks
3. Developing ways to motivate and recognize group accomplishments
4. Designing methods of evaluating and testing new programs or projects
5. Communicating information about group activities to the total extension system

Suggested Work Group Tasks. Several priority needs (research and extension programs and materials) would be beneficial for effective community leadership programs:

• *Processes for national, state, and local policy and program development* — Help local leaders to understand the process by which state and national policies and programs are developed and to judge the implications of those programs and policies at the local level.

• *Organizational development and group problem solving* — Train existing leaders in the elements of organizational effectiveness, collaboration with other groups, and use of ongoing organizational renewal techniques.

• *Non-Extension-sponsored leadership programs* — Determine the prevalence, nature, and utility to extension CL efforts of leadership development programs and materials from the private sector, in both profit and nonprofit organizations. This includes programs that are for intra-organizational leadership development and programs offered as services to other organizations.

• *Innovative research in community leadership programs for program development* — Assist researchers in developing and testing frameworks for models that are effective across all program or subject matter areas, including existing CL programs and materials.

• *Models for achieving community leadership integration across all extension programs* — Examine current programs and mechanisms that cross extension program areas and determine the best methods for establishing dialogue for the probable points at which program linkages can be made.

• *Glossary of leadership concepts* — Communicate clearly the problems and priorities of community leadership to researchers, to other disciplines, to non-Extension program leaders; within the extension organization, promote clarification of concepts. Defined concepts will also assist in program evaluation and documentation of program impact.

• *Identification of individuals with key linking and resource functions* — "Sparkplug" roles in developing innovative CL programs act as sounding boards for ideas, provide experiences about past programs, and facilitate information and ideas into and out of the system. The key individuals could be inside or outside the land-grant system.

• *Investigation of "fugitive" community leadership research programs* — Much research that is relevant to community leadership is conducted in a number of different disciplines and therefore is not always identified as CL research. A stronger effort is needed to identify the relevant research programs and obtain, store, and disseminate the published and unpublished results.

• *Research on inter-organizational cooperation and collaboration* — Public and private organizations do not exist in a vacuum, and community decision-making always involves interpreting the needs and priorities of several elements or sectors in the community. Integrate the existing research literature on organizational coordination into leadership programs and identify additional research areas.

• *Training on anticipating and planning for community leadership decisions* — Public decision-making results in both anticipated and unanticipated consequences. Leaders need to assess the socio-economic and technical impacts of public decisions in both the immediate future and over the long-term.

• *Visibility of community leadership programs* — Develop

strategic models, frameworks, and marketing strategies for enhancing the visibility of, acceptability of, and demand for CL programs.

• *Training for developing client independence* — As with any continuing program, an interdependency between the client and the extension CL provider tends to develop. Extension must train the client to become independent. Extension workers must also develop their own personal security to allow the clients to become independent and "graduate" from the program.

• *Cross-cultural community leadership process and behavior* — Develop community leadership development models that have applicability across divergent cultures and socio-economic groups as well as between divergent interest groups (e.g., urban and agriculture interests or natural resource preservationist and development interests).

• *Training strategies for community leadership* — Develop and evaluate different training strategies for different situations and audiences. Examples: team approaches, dissemination of concepts with extension, support-coaching contact, administrative/organizational strategies, and adult and continuing education principles

Extension Community Leadership Programs in the United States

REPORT ON A 1984 SURVEY OF COMMUNITY LEADERSHIP PROGRAMS BY THE NORTH CENTRAL REGIONAL INTEREST NETWORK, NORTH CENTRAL REGIONAL CENTER FOR RURAL DEVELOPMENT, IOWA STATE UNIVERSITY.

Content and Structure of Publication. The North Central publication reports information on the nature and kinds of CL programs conducted by extension. The report provides detailed information about who is involved in what kinds of leadership programs, and where. It also provides information about how these programs are conducted, with what materials, and for what audiences.

The report has two important information sections: (1) detailed summaries of 147 CL programs and (2) summary and analysis of the results of the 1983 survey of extension CL programs;

CL Program Summaries. Four chapters provide cross-referenced information, summarized in the following list, on specific CL programs.

• Ongoing and proposed leadership programs

Organizational skills and knowledge
- Management
- Group member roles
- Conflict management
- Committees
- Motivating people
- Organizational styles
- Parliamentary procedure
- Organizational development
- Program planning and evaluation
- Group decision-making
- Group dynamics
- Recruiting techniques

Personal leadership skills and knowledge
- Leadership styles
- Communications
- Motivation
- Interpersonal skills
- Self-analysis
- Self-confidence/assertiveness
- Public speaking
- Listening skills
- Resource identification
- Community structure
- Power
- Attitudes and values
- Community social change
- Evaluation

Process skills and knowledge
- Community action
- Needs assessment
- Citizenship participation
- Public policy
- Community planning
- Organizational coordination

Specific community issues
- Economic development
- Agriculture
- Natural resources
- Energy

• Suggestions about future leadership programs

• Known evaluation efforts of leadership programs

• Research known to be done on community leadership

The appendix (pp. 57-151) contains a systematic listing and description of the reported leadership programs under way at the time of the survey, as well as those reported as being planned for the near future. The following information on each reported leadership program is provided:

The title of the program.
The dates it was operational.
The intended audience of the program.
What concepts, skills, and/or topics were taught.
Whether the program focused on any community issues, and which ones it focused on.
Goals and objectives of the program.
Teaching approaches and techniques used.
Materials used in the program.
Evaluation methods.
Who developed the program.
The contact person, with address, who can provide additional information about the program.

Report Findings. The findings from the report are presented in abbreviated form.

Ongoing program content — A total of 168 ongoing leadership program descriptions were sent in. Twenty-one of these were considered to be not within the network definition of community leadership programs and were not analyzed. The 117 ongoing community leadership programs analyzed were

being conducted in 34 states. (Thirty programs were reported as being planned and could not be analyzed.) By far, the largest number were within the North Central Region.

The content of the ongoing programs was grouped into four topic areas. More than half dealt with community development process skills — helping participants understand how their communities worked and how they could be improved. About a third of the ongoing programs focused on organizational skills and knowledge — understanding how organizations worked and how leaders could work within organizations. About a quarter dealt with personal leadership skills and knowledge — helping participants understand leadership roles, communicate better, and develop self-confidence. Only about a tenth of the programs dealt with understanding specific issues facing communities.

Proposed program content — Twenty-three of the responding states reported a total of 30 different new leadership programs being planned. Most of the proposed programs were being developed in the North Central Region. More planned programs were to deal with process skills than with other topic areas. In descending order, the following topic areas were mentioned: organization leadership skills and knowledge, personal leadership skills and knowledge, and specific community issues. Topics dealing with specific community issues were rarely emphasized.

Target audiences — The ongoing leadership programs attempted to reach a wide variety of audiences. The most common audiences identified in the ongoing programs were community leaders, extension professionals and volunteers, 4-H and home economics organizational leaders, and community leaders playing specific roles. Only a few programs identified women or minorities as a specific audience. For the proposed programs, the picture was even more diffuse. About a quarter of the programs were to be targeted at general audiences; the rest were targeted at a large variety of audiences. Only one program was going to try to reach women or minority audiences.

Perceived need for materials — Twenty-two states responded to a series of questions asking for suggestions on leadership programs and materials needed. The strongest demand was for audio-visual materials. In terms of content, the highest demand was for materials on individual leadership skills and organizational and community development. There was also a significant number of requests for the development of well-packaged, integrated programs.

Evaluation of leadership programs — Fewer than half of the responses indicated that some kind of evaluation of leadership programs was occurring. The most common kind of evaluation reported was that which elicited "testimonials" from participants. The only programs that indicated a measure of impact evaluation were those that were large, funded, and were being implemented on a multi-state basis.

Research on leadership — Responses to research needs were received from 22 states. Eighteen individuals were identified either as being involved in research on leadership or as contact persons who could provide information about research being conducted. About half of the topic areas of research dealt with community development process skills and knowledge. About a quarter dealt with personal leadership skills and knowledge. Forty-five suggestions regarding needed research were analyzed according to topic areas, leadership training formats, methods, and impacts. Forty percent of the responses asked for impact research studies. Of the remainder, the greatest need expressed was for research on personal leadership skills and knowledge.

Some implications — A number of inferences can be drawn from the results of the 1983 North Central national survey:

- A great variety of leadership programs exist throughout the nation. The variety is not only in numbers but also in kinds of audiences being reached, kinds of topics being taught, and formats being used. Judging by the reported programs being planned, the number of leadership programs is expected to increase rapidly. Leadership training is a high-priority extension program.
- The large number of states conducting leadership programs indicates a need to share information and materials about leadership programs more systematically among states. This need was confirmed by the many respondents who asked for the results of this survey and from information the interest network could give them about what others were doing.
- The scarcity of present or planned leadership programs aimed at women, minorities, or disadvantaged sectors of the population give cause for concern. There seems to be a need to develop a greater number of programs that could serve the needs of such special audiences, helping them gain access to organizational and community decision-making processes.
- There seemed to be a widespread need for and interest in the development of additional educational materials, in all kinds of media and for all kinds of topic areas. The demand for such materials appeared to stress the need for interstate communication and cooperation. Few states will be able to produce all the needed instructional materials. Those who are developing new materials should keep in mind the potential for sharing what they produce.
- Responses clearly indicated that efforts devoted to evaluation of leadership programs were inadequate. This emphasizes the need for the National Impact Evaluation that is being conducted for extension leadership programs. But the data also imply that state extension staffs might need help in devising effective evaluation methods that they can use in evaluating their own leadership programs.
- The results pointed to a need for research in the broad area of leadership. Research into the most effective ways of doing leadership training, closely related to the above-mentioned implication, was also apparent. The research-extension linkages in the area of leadership programs, and how these linkages might be strengthened, needs to be examined.

National Impact Study of Leadership Development in Extension

NATIONAL PROGRAM IMPACT STUDY, WASHINGTON STATE UNIVERSITY COOPERATIVE EXTENSION IN COLLABORATION WITH COOPERATIVE EXTENSION SERVICES NATIONWIDE, JOHN MICHAEL, DIRECTOR ES/PDEMS, WASHINGTON, DC, 1985-1987.

A three-phase National Impact Study of Leadership Development in Extension (NISLDE) seeks to describe and evaluate leadership development activities in all extension programs. Phase I (1985) completed work on a classification scheme (taxonomy) of leadership competencies and educational opportunities offered through extension leadership programs. Phase II (1986) includes a national survey of extension staff and a report that will describe extension leadership development programs — inputs, activities, and intended outcomes. Phase III (1987) will document the impacts of extension's more prevalent forms of leadership development programs.

Taxonomy of Leadership Skills and Knowledge. The list was compiled by reviewing state and county extension documents (e.g., plans of work, accomplishment reports) for specific examples of leadership development. NISLDE defined leadership development as the ability to influence the ideas and actions of others. Items qualifying under this broad definition were then grouped into 13 categories:

Forming and working with groups
- Recruiting
- Building work teams
- Identifying responsibilities

Managing meetings
- Arranging facilities and equipment
- Building an agenda
- Using parliamentary procedure

Solving problems
- Evaluating alternatives
- Estimating future alternatives
- Building agreement or consensus

Planning for group action
- Recognizing diverse needs
- Identifying key decision-makers
- Understanding power structures

Mobilizing for group action
- Developing broad-based support
- Obtaining commitments to action
- Influencing public policy

Understanding leadership
- Understanding leadership roles and styles
- Adapting leadership styles to situations

Developing proficiency in teaching
- Maintaining learner interest and enthusiasm
- Managing learning environments

Communicating effectively
- Understanding communication styles
- Listening
- Being assertive
- Speaking in public

Understanding and developing oneself
- Identifying and clarifying values
- Assessing degree of self-confidence
- Relating to people with different lifestyles

Understanding society
- Learning about society's institutions
- Interpreting economic and social data
- Understanding social problems

Directing projects or activities
- Setting goals and priorities
- Managing and sharing human resources
- Measuring performance

Understanding financial matters
- Allocating financial resources
- Budgeting and record keeping
- Understanding financial statements

Understanding social change
- Understanding change and reaction to change
- Understanding how new ideas are adopted

NISLDE was commissioned by the Extension Service, USDA and ECOP, through the Extension Accountability and Evaluation Council. The study is being carried out through cooperation with Washington State University Cooperative Extension Service. The study is directed by Dr. John Michael, Evaluation Specialist, Extension Service, USDA.

Local Leadership and Rural Development: Implications for Research and Extension

REPORT BY THE U.S. DEPARTMENT OF AGRICULTURE AND THE VIRGINIA COOPERATIVE EXTENSION SERVICE, W. ROBERT LOVAN, PROJECT COORDINATOR, WASHINGTON, DC, 1985.

An Organization for Economic Cooperation and Development (OECD) international meeting of governments from western industrialized democracies was held April 1984 in Colonial Williamsburg, Virginia. The meeting was convened to explore the areas of governmental responsibility in the management of rural public programs. Specifically, in the implementation of government policy, the delegates focused on the organizational and managerial problems to be overcome to allow for the full exercise of local leadership in meeting local requirements. Three challenges (priorities) to be faced by community leaders include:

The Emerging Structures of Rural America. Democratic change, driven by changing values, technology, and political realignments, has confounded current economic and social forecasts that have been based on widely accepted approaches and standard socio-economic theories. Some of the questions addressed by the OECD were:

- What is the nature of social and economic interdependence between local, state, national, and international interests in a decentralized era of public-private partnerships?
- Can the interrelationships between the economic sectors, the natural resource interests, and the basic social systems of the community be addressed to help us understand?

• What is the value structure underlying a new pattern of interdependence?

• What incentive system underlies resource allocation among interests?

• What are the implications for income distribution, political power, and the economic essentials for shaping and reshaping public policies?

• What kinds of rural institutional change result in (1) A greater role for states in rural development? (2) A need to deal with the impacts of agriculture change? (3) A need for strong state support for basic and applied rural research? (4) An increase in the level of cooperation among governments? (5) The provision of quality education? (6) Processes to help traditional rural institutions deal with change? (7) The implementation of new services and methods by rural communities?

Information for Democratic Governance. Decentralization of public authority and responsibility has created new questions, to be asked at different levels of collective decision-making, that call for the application of timely information for public decision-making. Examples of such questions include:

• Can appropriate information be generated to fine-tune local (rural) economic changes so that we can address problems of chronic poverty, overcome societal instability, and ensure adequate capital investment in the public and private sectors?

• Are the information relationships among local (rural) governments and other levels of government, in a decentralized and competitive federalist system, to be dependent, interdependent, or independent?

• How can information systems be most effectively designed to meet changing interrelationships?

• For public decision-making: do we need to (1) have information on the same topic that is useful for all levels of public decision-making? (2) identify, describe, and define matters or issues of present and future concern? (3) assess events, situations, or processes in terms of alternatives, benefits, and costs? (4) translate data, study findings, and deliberations into decisions?

Appropriate Technology for a Changing Rural Society. New and emerging patterns of governance and institutional arrangements have changed the conditions for technical applications. Characteristics of appropriate technology are:

• Low investment per work place.
• Low capital input per output.
• Organizational simplicity.
• Adaptability to economic and social conditions.
• Limited use of raw materials and natural resources.
• Low cost to use the product or service.
• High potential for employment.

There are two types of appropriate technology:
• Hardware technology — tools, machinery, implements, devices, and/or equipment.
• Software technology — the ability to acquire, store, and use information for public decision-making (new and different organizational forms, institutional arrangements, decision-making styles, leadership skills, and community intelligence).

Local Leadership and Rural Development: Implications for Research and Extension

REPORT OF INTERNATIONAL MEETING OF WESTERN, INDUSTRIALIZED DEMOCRACIES.

An international meeting of government representatives from western industrialized democracies was held in April 1984 in Colonial Williamsburg, Virginia, to explore the area of governmental responsibility for rural public management. The meeting focused on the organizational and managerial weaknesses that must be overcome to implement government policy and to allow the full exercise of local leadership to meet local requirements. Three broad issues of effective public management as they affect rural governments were considered: formal authority, decision-making ability, and program implementation.

Rural Institutional Change. In the keynote paper, Christopher S. Bard, then Governor of Missouri, analyzes three trends in rural America (reversal of population migration, diminished role of central governments, and change in attitudes toward government); presents the argument that rural authorities should be prepared to assume greater responsibility in the areas of institutional authority, information for decision-making, and appropriate technology; and calls for interdependence among levels of government and a role for state governments in rural development. The Bond paper describes seven challenges for the consideration of state and local governments: (1) a more demanding role for states in rural development; (2) a need to deal with the impacts of agricultural change; (3) a need for strong state support for basic and applied rural research; (4) an increase in the level of cooperation among governments; (5) the provision of quality education; (6) processes to help traditional rural institutions (family, community, and church) deal with change; and (7) the implementation of new services and methods by rural communities.

Local Government Capacity. The "Rural Government Capacity" theme paper, J. Norman Reid, ERS/USDA, suggests that "capacity" consists of three major components: formal authority to carry out essential functions, adequate finances, and leadership to ensure that governmental authority and resources are used wisely. Rural conditions (small populations, low densities, and isolation) justify special policies for rural areas. Four decentralization issues are discussed: (1) how to reallocate authority; (2) how to finance a decentralized system; (3) how to strengthen local leadership capacity; and (4) how to restructure central institutions to function effectively.

Information for Decision-Making. The thesis in the "Information for Decision-Making" theme paper, by Barry S. Wellar, University of Ottawa, Canada, is not merely that there is a need for better information, but that better decision-making is both possible and essential. Information needs and important obligations common to all levels of gov-

ernment are: (1) identify, describe, and define matters or issues of present and future concern; (2) assess events, situations, or processes in terms of alternatives, benefits, and costs; and (3) translate data, findings, and deliberations into decisions.

Appropriate Technology. "Appropriate Technology" for rural governments, as set out in the third theme paper by Nicolas Jequier, University of Lausanne, Switzerland, asserts that local governments have overlooked the promise of appropriate technology as it exists in new organizational forms, different institutional arrangements, and the mobilization of a community's intelligence resources (ability to acquire, store, and use information for decision-making). Appropriate technology is more than just tools, machinery, implements, devices, and equipment.

Implications for Research. Demographic change has swept across most western countries in the past two decades, driven by changing values, technology, and political realignments. These changes have confounded economic and social forecasts based on widely accepted research approaches and standard social theories. Both theoretical constructs and applied procedures of measurement and statistical inference have been brought into question.

The decentralization of authority and responsibility has created a resurgence of demand for research results. Research attention must be refocused to address new questions being asked by different levels of collective decision-making under very different social and economic conditions. The viability of democratic governance depends on the responsiveness of the research community in providing appropriate economic intelligence.

Emerging patterns of rural governance and population settlement patterns create new demands for technological innovation. Simultaneously, these forces alter the social and economic conditions through which appropriate technology is generated and distributed. The roles of land-grant universities, state governments, and the private sector must be reexamined in this context. Creative public/private sector partnerships must provide the basis for required social and physical technologies.

Implications for Extension. Capacity is defined as the ability to get things done effectively. Because of rural change and decentralized responsibilities, rural government and organizations face several needs related to capacity building. Assistance in helping rural communities sort out the kinds of authority, financial capacity expertise, management expertise, and institutional arrangements they need is a challenge for extension rural development and policy education programs.

There is the need to take advantage of local conditions and to develop appropriate technologies for different situations. What works best in the city often is impossible in the rural area. Even the needs for services of rural populations are different. The best solutions to local problems are not necessarily those that are most efficient from an engineering or management perspective, but rather those which have been adopted and developed by the community itself. There may even be a need for different forms of government and/or different forms of public decision-making.

Local institutions, especially local governments, have a variety of problems in developing useful and relevant information upon which they can base decisions and carry on the functions of their organization. They are geographically separated and find it difficult to share information without large or full-time staff, and they seldom have access to appropriate information or have the time to absorb the information if they do find it. Information is of little use if the receivers do not have the capacity to use it effectively. Whether or not information is relevant, rural leaders generally do not perceive it to be, because they have difficulty relating the information to their own environment. Information is only useful if it is relevant to the persons who are expected to use it.

PART 3: A Review of Literature on Leadership with Application to CES Community Leadership Development Programs

By Lela Vandenberg, Manfred Thullen, and Frank A. Fear*

The purposes of this paper are to summarize the major leadership research traditions and to consider the implications of each tradition in relationship to CES-sponsored CLD activities.

Overview of the Literature on Leadership

Evaluation of the leadership literature base has not been linear or sequential, with one conception or perspective replacing another, but rather has consisted of a broadening of the scope of the leadership construct. Different conceptual perspectives of leadership are reflected in five prominent approaches to leadership research, which may be labeled: trait, behavioral, situational-contingency, transactional, and attributional.

1. From a trait perspective, leadership is conceived of simply as a person's influence on a group of other people. It is thought that *certain leader traits cause certain responses in followers*. Thus, the trait research has focused on identifying the characteristics that distinguish leaders from followers and effective leaders from ineffective leaders.

2. Although a behavioral perspective also centers on leadership as a person's influence on a group, the influence is thought to be caused by the leader's behaviors as opposed to personal traits. In other words, *certain leader behaviors cause certain responses in followers*. The behavior research has attempted to identify the most effective set of leader behaviors.

*Lela Vandenberg is a doctoral candidate in nonformal educational and community development; Manfred Thullen is a Professor of Resource Development and Assistant Dean for International Studies and Programs; and Frank A. Fear is an Associate Professor Resource Development, Department of Resource Development, Michigan State University.

3. From the situational-contingency perspective, leadership is still viewed as influence on others, but the influence is affected by contextual factors or "situational contingencies." Thus, *leader traits and behaviors, modified by situational contingencies, cause certain responses in followers.* Research according to this approach has aimed to discover the most effective leader traits and behaviors, given specified situational variables.

4. The fourth perspective is transactional in that the influence exerted in leadership situations is recognized as a reciprocal exchange between leaders and followers. In other words, *leadership is a transaction in which leaders and followers mutually influence and respond to each other in an exchange process.* Research on this approach has focused on how the leader-follower relationship develops and changes over time and on what kinds of exchange processes are most effective.

5. According to the attributional perspective, each individual has certain conceptions about leadership and certain expectations about how effective leaders should behave. In order for a leader to be considered effective, he or she must measure up to followers' perceptions of a leader. Thus, *leadership is a perceptual construct attributed to others by those involved in the leadership situation.* An effective leader is one who is *perceived* as effective. Attribution research has attempted to describe individuals' perceptions about effective leadership, the analytical process of attributing leadership to others, and the processes used by leaders when attributing follower behavior to certain causes.

These five approaches to leadership research are discussed in detail in the following section.

Trait Approaches

According to a trait perspective, leadership is defined as a core set of personality characteristics, abilities, or traits *required in all situations* that enable a leader to influence the behavior of others. Traits have been the focus of leadership research since the early part of this century. They are defined as "any distinctive physical or psychological characteristic[s] of the individual to which the individual's behavior can be attributed" (House and Baetz, 1979:348).

Research has attempted to identify which traits or cluster of traits distinguish leaders from nonleaders and effective leaders from ineffective leaders. Stogdill (1948 and 1974) reviewed approximately 280 studies and reviews of trait research and concluded that six traits or characteristics are most consistently associated with leadership (House and Baetz, 1979): (1) Intelligence, (2) Dominance or assertiveness, (3) Self-confidence or self-esteem, (4) Energy or activity, (5) Task-relevant knowledge or ability, and (6) Sociability.

Many researchers criticize trait research for being too inconclusive. They assert that no reliable and coherent pattern exists (Chemers, 1984), and that the search for a set of universal leadership traits is futile considering the number of situational variables that affect the exercise of leadership. In his 1948 study, Stogdill himself concludes: "The total weight of evidence presented in this group of studies suggests that if there are general traits which characterize leaders, the pattern of such traits is likely to vary with the leadership requirements of different situations" (quoted in Organ and Hamner, 1982:396).

These authors also contend that much of the inconclusiveness of trait research can be explained if variables particular to the populations and situations studied are accounted for. They recommend further research to establish correlations between traits and situational variables.

Recent research provides credibility for trait approaches. Kenny and Zaccaro's study (1983) on the *emergence* of leaders in groups shows that between 49 percent and 82 percent of leadership variance is due to some stable leader characteristic. Although their analysis does not indicate which traits or behaviors account for the stability, they conjecture that it may involve the ability to perceive and adapt to the needs and goals of followers. Research by Bennis (1984) on leadership effectiveness in ongoing groups or organizations aimed to discover characteristics common to a wide range of effective leaders. Bennis conducted in-depth studies of ninety well-known and highly successful leaders in industry and the public sector. After several years of interviews and observations, he identified four "competencies" shared to some extent by all: (1) attracting and maintaining commitment to a goal, (2) communicating the goal so that followers identify with it and see it as meaningful and important, (3) inspiring trust by consistently acting to achieve the goal, and (4) knowing and using one's skills while recognizing and working to overcome one's weaknesses.

Behavioral Approaches

In the late 1940s, researchers disillusioned with the inconclusive trait research began to focus on leader *behaviors* — what leaders *do* when interacting with followers, as opposed to what traits, characteristics, or abilities they possess. From a behavior perspective, leadership is a core set of behaviors, *required in all situations,* that enable a leader to influence the behavior of others. Behavior approaches to leadership have attempted to answer two questions: One, "What are the dimensions of leadership behavior?" and Two, "What is the relative effectiveness of different behaviors?"

Early Behavior Studies. Three initial attempts to classify leader behaviors and study their effects were made at three universities: Iowa, Ohio State, and Michigan. The Iowa studies (Lewin, Lippit, and White, 1939) identified three distinct styles of decision-making behavior: *authoritarian, democratic,* and *laissez-faire.* A democratic-authoritarian style dichotomy was popularized by Tannenbaum and Schmidt (1957 and 1984) in a management article that has been widely cited and often reprinted.

The Ohio State and Michigan studies (Stogdill and Coons, 1957; Katz, Macoby, and Morse, 1950) identified two broad categories of behavior: *consideration* (employee-orientation) and *initiating structure* (production-orientation). The terms *consideration* and *employee-oriented* were both used to describe leader behaviors that showed a concern for people and relationships, while *initiating structure* and *production-oriented* were used to describe behaviors showing a concern

for the task at hand.

An important finding of both the Ohio State and Michigan studies was that the two dimensions are separate and conceptually independent, *not* either/or ends of a continuum. In other words, leaders are *not* either one style or the other; they can and do exercise varying degrees of both consideration and structuring behaviors. This finding led to a search for the optimal combination of styles. The interaction of the two dimensions, structure and consideration, is represented in Figure 1.

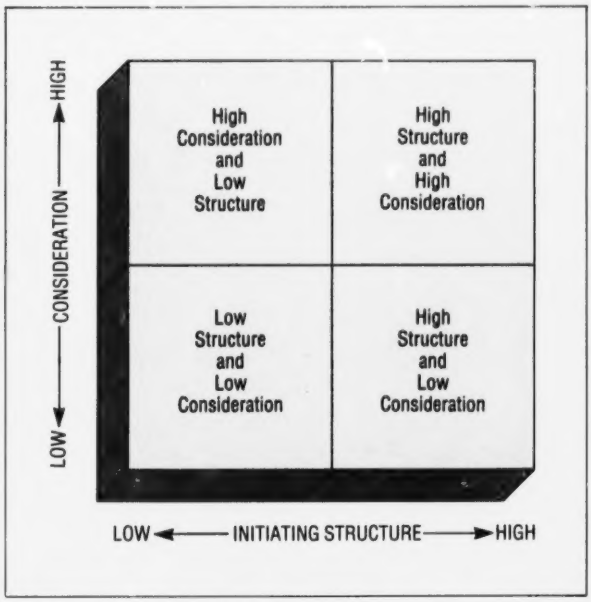
One Best Style. The interaction of structure and consideration, as illustrated in Figure 1, has formed the basis of Blake and Mouton's (1978, 1982a, 1982b) "managerial grid," a conceptualization of leadership which theorizes that there is *one best style of leadership for all situations: high structure and high consideration.* The grid contains five basic positions or styles of leadership: four represented in the quadrants above and a fifth directly in the middle. These five styles, illustrated in Figure 2 with their descriptive terms, are often represented by two numbers denoting their positions on the grid. The numbers are separated by a comma to indicate that the structure and consideration factors are both (1) interdependent, in that leadership is always exercised in relation to task (structure) and people (consideration), and (2) uncorrelated, in that leadership may be exercised in many different ways.

Blake and Mouton (1982a:21) cite numerous research studies and theoretical works to support their claim that 9,9 (high structure, high consideration) is the *only* effective leadership strategy, regardless of the situation. Their attack on situationalism (a situational-contingency theory to be discussed in the next section) in defense of the grid has led to a "one-best-way" vs situational controversy that is a frequent theme in the current literature.

Although the managerial grid has been used extensively in programs for organizational and management development, it has been widely criticized on four major grounds (Jago, 1982; Beck, 1982; Karmel, 1984). First, there is little evidence linking the use of this style with increased group or organizational effectiveness. Second, research indicates that high/high may not be ideal under some circumstances in that its effectiveness seems to depend on a number of situational variables. Third, the model has been called superficial for ignoring the influences of belief structures and value systems on leadership. Finally, some question the assumption that the two dominant leader behavior dimensions, structure and consideration, are the only ones relevant to leadership. Critics claim that many important leader behaviors have been ignored by researchers.

Yukl's Taxonomy of Leadership Behavior. Yukl (1981:120) developed a taxonomy of leadership behavior in response to criticisms that structure and consideration "provide too general and simplistic a picture of leadership." Disturbed by the lack of agreement among a number of behavior taxonomies developed since the Ohio and Michigan studies, he set out to formulate categories more specific than structure and consideration and more amenable to a variety of measurement procedures. After over four years of research and follow-up, nineteen behavior categories were identified (Yukl, 1981:121-124): performance emphasis, consideration, inspiration, praise recognition, structuring reward contingencies, decision participation, autonomy-delegation, role clarification, goal setting, training-coaching, information dissemination, problem solving, planning, coordinating, work facilitation, representation, interaction facilitation, conflict management, and criticism-discipline.

Figure 1: Four Leadership Styles



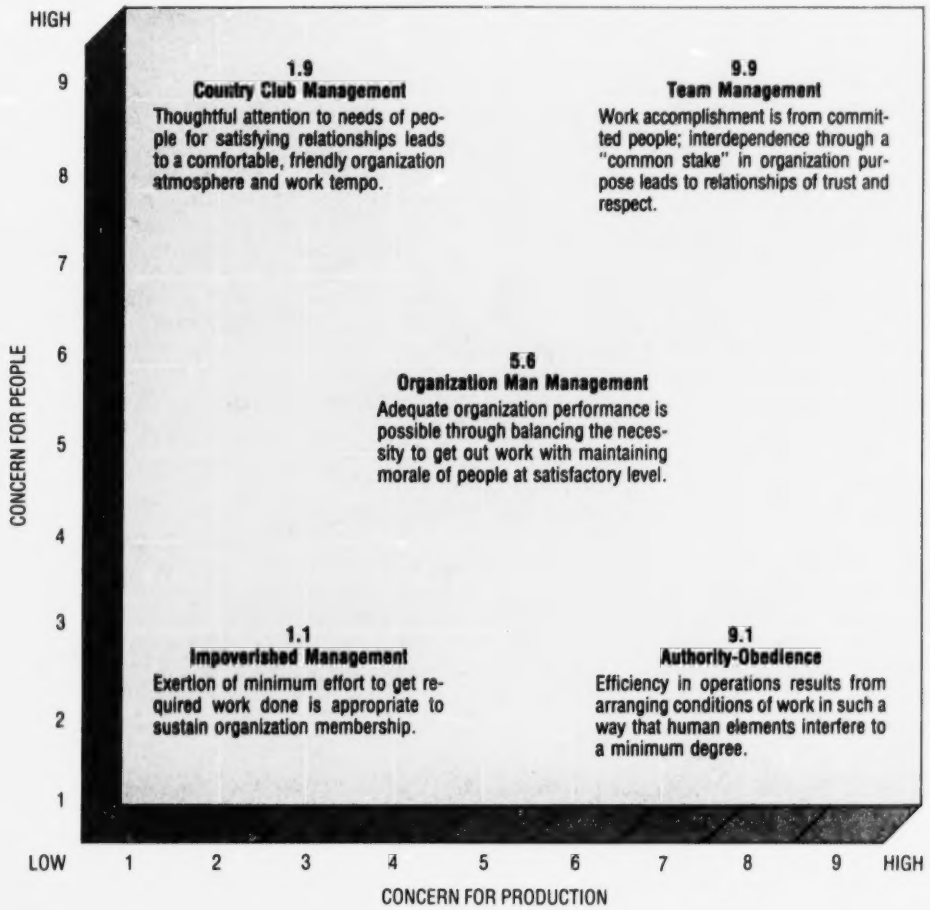
Source: Hersey and Blanchard, 1982:89

Situational-Contingency Approaches

Despite the assumption that one best form of leadership exists, research has been unable to identify a conclusive list of traits necessary for leadership or show that one combination of behaviors is ideal in every situation. Instead, effective leadership appears to depend on variables that differ from situation to situation. As a result, a group of approaches known as *situational-contingency* theories have been developed based on the premise that effective leadership depends on the fit between leader traits/behaviors and contextual variables. This relationship is diagrammed in Figure 3. Much research is currently being conducted on situational-contingency orientation and is widely accepted as the leading paradigm in leadership research.

The general situational-contingency perspective defines leadership as a variable set of traits or behaviors, determined by the circumstances of each situation, that enable a leader to influence the behavior of others. All situational-contingency approaches attempt to correlate specific leader characteristics or behaviors with relevant variables in the context. Four situational-contingency approaches or theories are described below.

Figure 2: The Managerial Grid


HIGH
9
8
7
6
5
4
3
2
1
LOW
CONCERN FOR PEOPLE
1.9
Country Club Management
Thoughtful attention to needs of people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo.
9.9
Team Management
Work accomplishment is from committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect.
5.6
Organization Man Management
Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at satisfactory level.
1.1
Impoverished Management
Exertion of minimum effort to get required work done is appropriate to sustain organization membership.
9.1
Authority-Obedience
Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.
1 2 3 4 5 6 7 8 9 HIGH
CONCERN FOR PRODUCTION

Source: Blake and Mouton, 1982a:23

Contingency Theory. Contingency theory was the first major attempt to relate leader characteristics and situational variables in a model of leader effectiveness. Formulated in 1967 by Fiedler, and elaborated by Fiedler and Chemers in 1974, the theory proposes that leadership effectiveness depends on the interaction between a single personality trait and the favorableness of the situation.

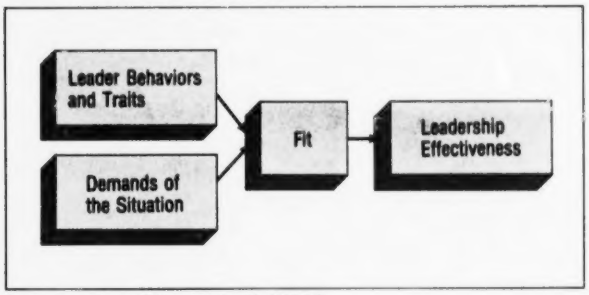
Leaders are classified according to their task/relationship orientation, viewed as a relatively stable predisposition or trait rather than the more transitory and adaptable behavior styles represented by structure and consideration. According to the theory, because personality orientations are relatively stable and difficult if not impossible to change, leaders must be matched with situations favorable to their orientations for maximum leader effectiveness. If this is not possible, the alternative is to adjust the situation to fit the leader's orientation. Presumably, it is easier to change a situation than a personality.

Situation favorableness is defined as the extent to which a leader can control or influence followers. According to the theory, three factors determine situational favorability: One, quality of leader/member relations, two, degree to task structure, and three, extent of position power (i.e., formal, legitimate authority).

Leader Match Theory. Leader match is a self-paced program designed to teach leaders to analyze their leadership orientation, diagnose the three critical situational variables, and understand the contingency model (Fiedler et al., 1977). If orientation and situation favorableness are mismatched, leaders are advised to adapt the situation to fit their orientations and are given suggestions for doing so.

Many studies and analyses, both supporting and refuting the contingency model and the effectiveness of leader match training, have been published. Three major types of criticisms have been elaborated (e.g., 1982:323): the reliability

Figure 3: Leadership Effectiveness in Situational-Contingency Approaches



Source: Adapted from Feldman and Arnold, 1983:308.

and validity of measures of leader personality orientation, the measurement and evaluation of situational favorableness, and the very existence of the proposed interaction between leader personality and situational favorableness in determining effectiveness.

Path-Goal Theory. Path-goal theory (elaborated in House and Baetz, 1979) is based on the premise that a leader can increase follower satisfaction, motivation, and performance by clarifying and facilitating paths to goals, and by providing rewards that are contingent upon achieving goals. In order to do this, the leader engages in different types of behaviors depending on the interaction of three classes of situational variables: leader characteristics, environmental factors, and follower characteristics. The basic equation relating these factors is diagrammed in Figure 4.

Although only two types of leader behaviors — supportive (similar to consideration) and directive (similar to structure) — have received much attention in the research on path-goal theory, four types of behaviors are regarded as significant: supportive, directive, participative, and achievement-oriented.

A number of hypotheses related these behaviors to increased follower effort, given certain contingencies (i.e., situational variables). Two of these have been extensively tested and have considerable support. First, directive leadership increases motivation and satisfaction when the task is ambiguous. Second, supportive leadership has a positive effect when the task is stressful, frustrating, boring, or dissatisfying.

Kerr and Jermier (1978) have proposed that certain situational variables will substitute for and even neutralize leader behaviors. For example, a highly structured or routine task is a substitute for directive leadership, while a leader's inability to provide rewards will neutralize directive leadership.

Figure 5 elaborates the model presented in Figure 4 by listing the relevant leader and follower behaviors, as well as the situational variables now thought to be important. Although many other behaviors and variables could be included, those listed either have some basis in research or have been suggested by House or Kerr and Jermier as important.

Several criticisms have been directed at path-goal theory, including weak conceptual base, lack of attention to the interaction of situational variables, questionable assumptions, and narrowness are some of the charges. In spite of these faults, optimistic critics commend the theory for its conceptual framework and its openness to the inclusion of additional variables. They predict that continued refinement and elaboration will make it less ambiguous and more comprehensive (Yukl, 1981:151-53).

Normative Decision Theory. Normative decision theory, also known as the Vroom-Yetton normative model, is a *prescriptive* theory of leader decision-making behavior that prescribes how leaders *should make decisions,* given specific situational variables (as opposed to a *descriptive* theory, which describes *how leaders do behave).* According to the theory, the effectiveness of a decision is determined by three criteria: its quality, its acceptance of and support of followers, and the time required to make it. Based on a large body of research on decision making effectiveness, the theory was first presented by Vroom and Yetton in 1973 and later expanded upon by Vroom and Jago (1978) and Jago and Vroom (1978). Several recent studies have supported its va-

Figure 4: A Path-Goal Model of Causal Relationships

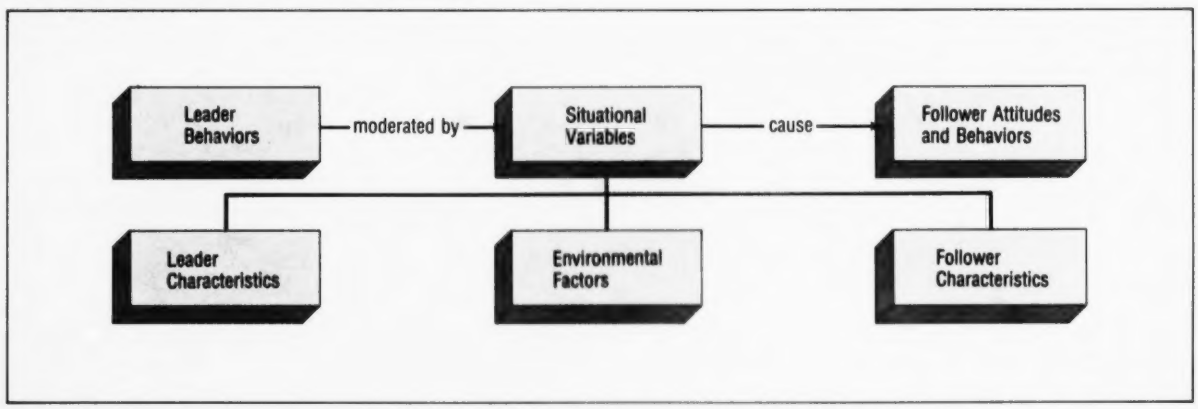
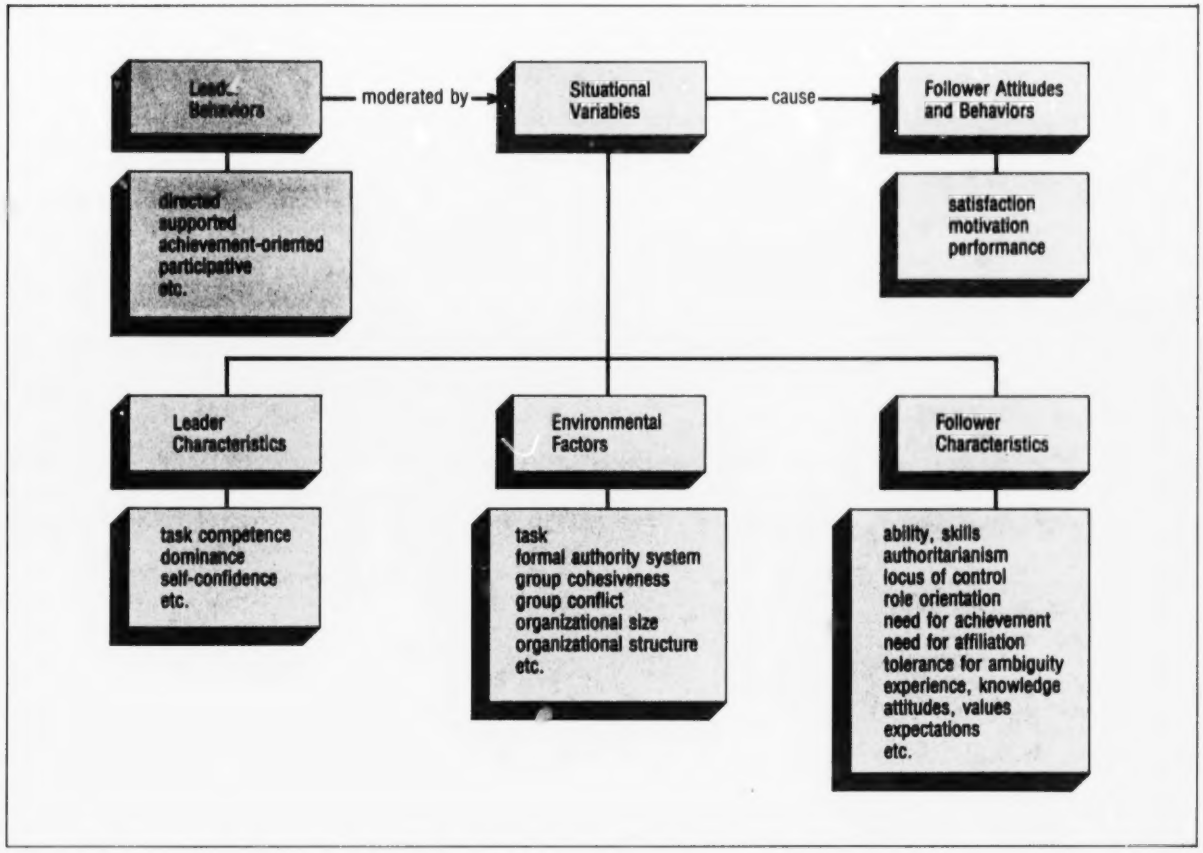


Figure 5: A Path-Goal Model of Leadership



lidity (Field, 1982; Jago and Vroom, 1980).

The normative decision model has identified five decision-making styles that differ in the degree of follower participation in decision-making. These styles range from *autocratic* (no follower participation), to *consultative* (followers are consulted), to *group* or participative (followers and leader decide together). In order to choose the best style, a leader must consider three situational variables: expected follower support of the commitment to the decision, the amount of decision-relevant information available to the leader, and the amount of time available to make the decision.

Seven rules guide the leader's choice of style. These are summarized below in three categories (Chemers, 1984):

1. If other variables are favorable, use the autocratic style; it is the least time-consuming and therefore most efficient.
2. If decision-relevant information is lacking, consult followers for aid and advice.
3. If follower support for and commitment to the decision is in doubt, let the group participate in making it.

One important area in which this model may need further refinement concerns follower perceptions of or reaction to the leader's decision style. A recent study (Heilman et al., 1984) found that followers always viewed participative decision making at least as effective as autocratic (even when an autocratic style would be prescribed by the model) and always rated participative behavior as effective (even when it was not prescribed by the model).

These results imply that even when an autocratic style is called for it may not be as effective as a participative style in terms of follower satisfaction. Thus, participative decision making seems to be much more important than the model recognizes.

Situational Leadership Theory. Situational leadership theory is based on the premise that the most effective style depends on followers' maturity level, where effectiveness is defined in terms of increased productivity. Formulated and elaborated by Hersey and Blanchard (1982), the theory uses Blake and Mouton's managerial grid, adding to it the situational element of follower maturity level. Like the Vroom-Yetton normative model, situational theory is a prescriptive model in that it specifies which behaviors will be the most effective given follower maturity level.

As in the managerial grid, two broad categories of leader behavior are important: task behavior (similar to structure) and relationship behavior (similar to consideration). The importance of style flexibility is emphasized. As followers be-

come more mature, leaders must be able to adjust their style accordingly. In addition, a leader may need to use different styles with the same follower, whose maturity level may vary with different tasks.

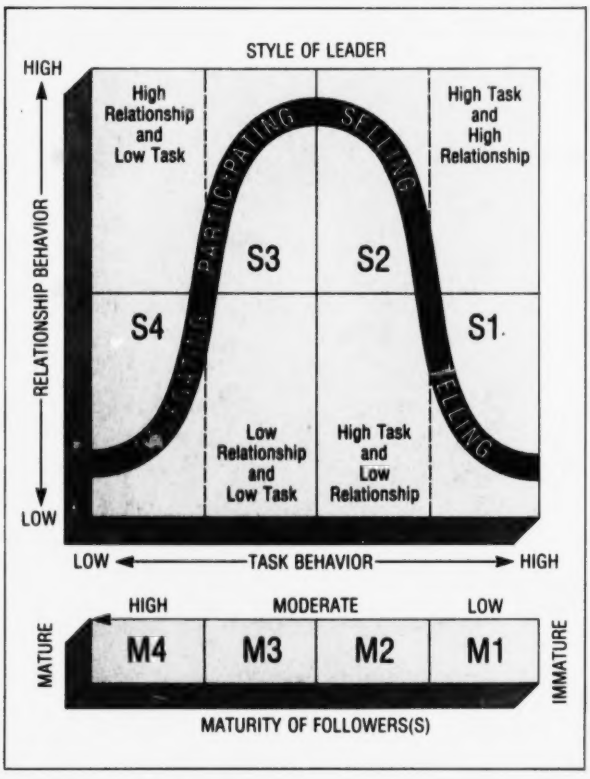
The only situational variable considered important in the model is follower task maturity. This has two aspects: job maturity, or the *ability* to do the work; and psychological maturity, or the *willingness* or *confidence* to do it. Hersey and Blanchard are careful to point out that maturity is used strictly in a task-related sense and does not refer to a person's general psychological or emotional state.

The prescriptive nature of the model becomes clear in the interaction between style and maturity level. There are two basic relationships:

1. As follower maturity increases, leader *task behavior* should change from high to low.
2. As follower maturity increases, leader *relationship behavior* should change from low to high to low.
3. See Figure 6 for Hersey and Blanchard's model of their theory.

Situational leadership has been strongly criticized on a number of important grounds: lack of supporting research, narrowness, and lack of conceptual clarity (Yukl, 1981; Graeff, 1983; Beck, 1982). In spite of these criticisms, situational leadership theory makes two major contributions.

Figure 6: Situational Leadership



Source: Hersey and Blanchard, 1982:152

One contribution is its emphasis on flexible and adaptable leader behavior; the other is its emphasis on followers as the most important situational variable.

The key characteristics of the theories are summarized in Figure 7.

Transactional Approaches

All of the approaches discussed so far are "leader-oriented" in that they assume a leader is the primary cause or source of influence on follower satisfaction and performance. Transactional approaches, on the other hand, begin with the assumption that leadership is a process of *mutual influence* in which followers influence leader behavior as much as leaders influence follower behavior. According to this perspective, leadership is defined as a process in which leaders and followers influence each other, and leadership status is earned through such behaviors as trustworthiness, competence, and innovativeness.

Transactional approaches focus on the communication or exchange process between leaders and followers, and they attempt to explain the interpersonal dynamics of the leader/follower relationship. Based on social exchange theory, they are also called "exchange" theories to reflect a focus on the interaction process. Two of the better known exchange theories are discussed below.

Idiosyncrasy Credit Theory. This theory attempts to explain how leaders emerge within groups and how leader/follower relations change over time. It represents a break from the focus on leader characteristics and examines both follower and leader perceptions of leader legitimacy. Formulated by Hollander in 1961 and later elaborated by Hollander and Julian (1970, 1978) and Hollander (1978, and 1984), the theory considers leadership as a mutual influence process in which a group member earns status (termed idiosyncrasy credits) in exchange for conforming to group expectations.

This process of leadership emergence consists of three sequential stages: building trust and demonstrating competence, action innovatively and achieving leader status, and maintaining leadership. It is important to note that a leader's effectiveness depends on how she or he *is perceived* by followers. To embody this idea, Hollander (1984:38) uses the concept of "credibility," which comprises two major elements: trustworthiness and competence.

Research on this theory has continued to support its validity, although little has been done to specify the relationship between group goals and specific leader competencies and behaviors. Furthermore, group task or goal is the only situational variable considered by the theory.

Vertical Dyad Linkage Theory. The basic premise of the vertical dyad linkage (VDL) theory is that a leader engages in transactions or "exchanges" with individual members of his or her group and establishes a unique relationship with each one. Like idiosyncrasy credit theory, the VDL model conceives of leadership as a dynamic process that changes over time. However, whereas the idiosyncrasy credit theory

Figure 7: Summary of Four Situational Contingency Theories

Theory	Leader Behaviors or Trait	Situational Variables	Effectiveness Criteria
Contingency	Traits: Task vs. relationship orientation	Leader member relations Task structure Leader position power	Productivity
Path-Goal	4 Behavior Styles: Supportive Directive Participative Achievement-oriented	Leader aspects Environmental aspects Follower aspects	Follower satisfaction, motivation, performance
Normative Decision	3 Behavior Types: Autocratic Consultative Participative	Follower support, information, time	Decision quality, acceptance, timeliness
Situational Leadership	4 Behavior Styles: Telling Selling Participation Delegating	Follower task maturity	Productivity Increased follower task maturity

and most other contingency/situational theories have focused on the leader's relationship with a *group* of followers (one exception being Hersey and Blanchard's situational leadership theory), VDL is the first to highlight the influence of individual followers on leader behavior. Graen, the leading proponent of the theory, and his associates (Graen and Cashman, 1975; Graen and Schiemann, 1978) have criticized these other theories for making an "average style" assumption, that is for assuming that a leader behaves similarly with all group members.

Although theoretically a leader's relationship with each group member is unique, the VDL model has focused on only two types of relationships. One type involves a small group of followers, the "in-group," to whom the leader gives autonomy, influence, and responsibility in exchange for greater loyalty, commitment, and assistance. The second type of relationship, typified by low levels of mutual influence, is developed with followers comprising what is termed the "out-group".

The theory has yet to specify what causes negative or positive relationships to develop and what the variations between these two extremes are. Research to date has supported the model and shown a relationship between quality of leader-member relations and productivity and satisfaction (e.g. Graen, Novak, and Sommerkamp, 1982; Scandura and Graen, 1984; and Vecchio and Gobdel, 1984).

Attributional Approaches

According to an attribution perspective, leadership cannot be objectively defined because it is a relative concept. It exists in each person's mind as a set of beliefs about effective leaders, which cause a person to attribute leadership status to those who most closely match his or her ideal. Thus attribution theory is concerned with the psychological processes by which individuals analyze and attribute meaning to each other's behaviors.

Although attribution theory has been the focus of much research in social psychology, its first significant application to the study of leadership was made by Calder in 1976 (also see Pfeiffer, 1977). Calder contends that to understand *why* leaders and followers behave as they do, research must focus on individual perceptions of or beliefs about leadership. Based on the assumption that leadership is a social or perceptual construction of reality, this approach has been labeled the "emerging paradigm" in leadership research (Hunt, 1984).

Implicit leadership theory is a central concept within the framework of attribution theory. According to Calder, each person has a personal conception or "naive theory" about what constitutes "good" leadership. This conception is called an implicit leadership theory (ILT), which acts as a perceptive filter and a standard against which behavior is judged.

ILTs are used in two ways. Individuals analyze others' behavior and attribute leadership to those who measure up to their ILTs. In addition, leaders analyze followers' behaviors, attribute them to certain causes, and use this information to make decisions about their leader response behaviors on the basis of their own ILTs. Thus, the focus is on the *process* of analyzing behavior and attributing leadership of deciding on leadership behaviors to understand *why* both leaders and followers respond to each other as they do.

Green and Mitchell (1979) have elaborated the theory, focusing on the attributional processes used by leaders as they analyze follower behaviors and choose how to behave in response. People are viewed as information processors, continually "reading" others and attributing their behavior to certain causes. This process is moderated and constrained by both personal characteristics or tendencies of the people involved and contextual factors (i.e., situational variables). A few of their findings are:

- Leaders tend to use self-based consensus information, that is, they judge a follower's behavior according to how they themselves could have performed.
- Leaders tend to attribute follower success to external causes (e.g., effective leadership) and failure to internal causes (i.e., internal to the follower), while followers tend to do the opposite.
- Because a leader is more likely to attribute poor follower performance to internal causes than external causes, leader behavior is more likely to be directed at the follower than at situational factors; that is, leaders will try to change followers before they will try to change situations or themselves.

Attribution theory is receiving increasing attention in the leadership literature. One result of this research has been an awareness of the filtering effects ILTs have on one's observational objectivity. This has led many researchers to question the validity of a great deal of previous research associated with the behavior and situational-contingency approaches. Much of this research has been based on correlating objective descriptions or ratings of leader behaviors with selected situational variables. A number of studies, however, have shown that observer bias due to ILTs significantly affects the accuracy of descriptions of leader behavior (see Downey, Chacko, and McElroy, 1979). For example, Ayman and Chemers found that "the structure of leader behavior ratings depends more on the culture of the raters than on the behavior of the leader" (Chemers, 1984:102). Thus, these studies undermine the assumption that leadership is objectively observable and support the existence of implicit leadership theories.

PART 4: Implications for Extension Community Leadership Development Programs

Controversies over both conceptual and methodological issues about leadership continue, yet, much has been learned about the dynamics of effective leader/follower relationships. Although many of the approaches, theories, and models are based on research conducted in business and industrial organizations, all involve *groups of people working together for some end.* Thus, the leadership research offers much insight of relevance to CLD concerning the interpersonal and situational dynamics of working groups.

In this section, we shall try to summarize what we feel are the most important implications of the five leadership approaches to Extension community leadership development (CLD) programs.

Implications of the Trait Approaches

Two major questions are relevant for understanding the importance of the trait research to leadership development in community organizations:

1. Can these traits be learned or developed?
2. What traits or clusters of traits are important for leaders of organized efforts to improve local quality-of-life?

Answering the first question depends on clarification of terminology. The term *traits* has been used both very narrowly to mean inherent personality characteristics or tendencies, and very broadly to include skills or abilities. The more specific and skill-like a trait is, the more likely a leader is to be able to learn or develop it. Of the six traits drawn from Stogdill's review (intelligence, dominance or assertiveness, self-confidence or self esteem, energy or activity, task-relevant knowledge or ability, or sociability), only intelligence is probably not "learnable," although one might argue that it can be developed. Energy or activity may depend on motivation, which often becomes clear with training in self-awareness.

Regarding the second question — Which traits are important for community leaders? — the trait research has identified a number of traits that consistently correlate with leadership, despite much inconclusive evidence. At least three of these are social skills, assertiveness, and task competence, as identified by House and Baetz (1979).

It is interesting to note that much CES leadership training has been trait-related. For example, many programs have focused on self-awareness and assertiveness, as well as the skills and knowledge needed for effective communication, decision making, problem analysis, time management, goal setting, team management, conflict management, and change implementation (Andrews, et al., 1985; NCRIN, 1984; Robinson and Clifford, 1972). Knowledge of the social structures and forces affecting public decision making is another important topic in CES leadership programs (Howell et al., 1979 and 1982). These demonstrate that CES program planners have long recognized the importance of developing or building up specific traits, skills, knowledge, and abilities.

Implications of the Behavioral Approaches

The major question relevant to understanding the importance of the behavior research to CD is *What behaviors or styles are important for effective leadership of organized efforts to improve local quality-of-life?* To answer this question, the issue of effectiveness must be clarified. The two criteria of

effectiveness most commonly used in the literature-satisfaction and performance — are also important for CLD because of their relation to participation. If followers are satisfied with their leadership, and if their leader can engage them in effective action (performance), they will likely be motivated to continue their participation.

However, given the complexity of CLD other and more explicit criteria may be necessary. These will depend on the purpose, type, or maturity of the group or organization, and may include: group survival, growth, capacity to deal with crises, cohesion, or activity; or follower motivation, commitment to group goals; or psychological well-being and development.

Yukl's leader behavior taxonomy makes a significant step towards extending and specifying our notions of leader behaviors. Many, if not all, of his nineteen behaviors seem relevant for CLD, although some may need to be adapted to reflect the more participant-centered nature of CD organizations. This taxonomy is also a valuable contribution to situational research attempting to link specific behaviors to situational variables.

It is again interesting to note that much CES leadership training has focused on leader behaviors and roles. A prime example is Robinson and Clifford's (1972) text on process skills for extension professionals and leaders. One of their modules describes five leadership styles: activator, controller, martyr, cavalier, and abdicator. In addition, many of the nineteen behaviors listed in Yukl's taxonomy (e.g., goal setting, problem solving, planning, coordinating) have been topics or components of specific CES leadership development programs in many states.

Implications of the Situational-Contingency Approaches

All of the situational-contingency models discussed have their supporters and detractors. Respected scholars, immersed in the study of leadership, have come to widely differing conclusions regarding each. It is our conclusion that (1) none of these has found "the truth" about leadership; (2) each of these has some "truths" of relevance to CLD; and (3) even considered as a whole, situational-contingency approaches will never be able to prescribe scientifically the most effective behavior for every possible combination of situational variables. The variations are infinite.

Even though the "whole truth" may never be known, several significant generalizations of relevance to CLD can be deduced from the approaches as a whole, and from each individually. As a whole, three points stand out:

1. The importance of identifying and understanding relevant situational variables.

This is especially important for a CD organization, because its activities frequently encounter barriers external to its own boundaries. CES has demonstrated an awareness of this point in their leadership development programming. Programs such as the public affairs leadership development programs conducted in four states (Howell et al., 1979) help leaders understand elements of the social context that have some bearing on their organization's goal achievement.

2. The importance of understanding follower needs, motivations, abilities, and characteristics.

These follower variables are expressed as leader/member relations by Fiedler, follower satisfaction and motivation by House, follower support and commitment by Vroom and Yetton, and follower task maturity by Hersey and Blanchard. Given the people-centered participation orientation of CD, programs for CLD cannot afford to neglect this point. The more a leader understands followers, the easier it will be to encourage their growth and action. Although this concept of "follower analysis" is often recognized as the basis for CES educational programming, CES has paid relatively little attention to this concept in comparison with analyses of other situational variables in its leadership programs.

3. The importance of analyzing the interaction between leader traits or behaviors and situational variables, and adjusting one's behavior to fit the situation.

The crucial link between behaviors and situations is the crux of situational-contingency approaches. Leaders must not only analyze followers and other situational variables; they must also be comfortable with a variety of behavioral styles and be able to judge which would be most effective in certain circumstances. CES leadership development programs have not incorporated this point.

In addition to these three generalizations, each of the four theories makes important contributions to our understanding of leadership. These contributions are summarized below:

- *Contingency theory* emphasizes the importance of the leader's situational self-analysis. Even though we may not agree with Fiedler's position that effective leadership depends on a single trait, certain traits and behavioral tendencies may make effective leadership easier in some situations than in others. Knowing one's strengths, weaknesses, and tendencies in various situations can help a leader avoid difficult situations or devise ways of handling them. Some extension CLD programs have incorporated such topics or concepts. More need to do so.

- *Path-goal theory* emphasizes the importance of the leader's motivational function and the need to consider a broad range of situational variables. The motivational function involves analyzing the needs of followers, analyzing the situation to determine which of these needs are met by situational factors, and attempting to meet unsatisfied needs. The situational factors to consider will necessarily be determined by the situation itself. Those that appear relevant must be analyzed to determine their impact on group goal achievement.

- *Normative decision theory* emphasizes the importance of understanding and using different decision-making styles and the importance of analyzing how the decision will be perceived by those it affects, how much information is available, and how quickly the decision is needed.

This theory has direct relevance for the many CES leadership programs designed for public decision makers. Although CD characteristically espouses citizen participation, this theory shows that it may not always be best to decide participatively and likewise that it may not always be bad to decide autocratically. However, the theory's specification that the autocratic style is the least time-consuming and therefore most efficient is not necessarily true in a commu-

nity organization, where time is usually not as crucial and productivity is not always the primary goal.

• *Situational leadership theory* emphasizes the importance of follower analysis and the importance of leader style flexibility. Follower analysis involves understanding each group member's abilities, motivation, and confidence, and then acting to increase these. Style flexibility implies the ability to comfortably exercise a variety of leadership styles according to follower needs. As already mentioned, this is an aspect that needs to be incorporated into more CLD programs.

Implications of the Transactional Approaches

The most significant idea to be drawn from these approaches is that leadership is a transaction — an exchange of influence between leaders and followers. Leaders must "earn" the support and participation of followers.

The process of leadership emergence and legitimization described by the idiosyncrasy credit theory has great significance for CLD because many community organizations formally or informally elect or appoint their leaders. It is also relevant for leadership of voluntary organizations and provides insight for those involved in grass-roots political processes. The stress placed on *trustworthiness* and *competence* is instructive for all community leaders, elected or appointed. Trustworthiness implies a deep understanding of the organization's members and goals. Competence implies expertise in analyzing and carrying out the tasks needed to accomplish goals. This concept bolsters the commonly accepted view within CES that leadership can be learned and earned. It is part of the rationale for CLD programs.

The vertical dyad linkage theory in particular brings into focus the importance of each individual to successful leadership. Leaders must become adept at adjusting their transactions to meet the expectations of each follower. This theory also serves to warn leaders not to polarize a group into in- and out-members, and to remind leaders that some relationships take more effort to keep positive. Again, this theory has particular relevance for CLD programs aimed at public policy decision makers.

Implications of the Attributional Approaches

Attribution processes and implicit leaders theories (ILTs) play key roles in determining how leaders attempt to influence followers and how people identify, evaluate, and react to leaders. As Green and Mitchell (1979:454) have hypothesized:

> Effective leaders are those who seem to establish distinctive patterns of attributions, are more accurate in their causal analyses, or perhaps are more successful in avoiding some of the biasing moderators discussed earlier.

In addition, they may be more accurate in diagnosing the content of followers' implicit leadership theories.

Attribution theory emphasizes the importance of leaders' and followers' perceptions of leadership. Training in concepts related to attribution processes may be essential for community leaders. It could provide them with an understanding of the processes that we use when analyzing others' behaviors and deciding how to respond.

This review of the literature on leadership gives CES (and others) some direction as to key empirically derived concepts that should be considered in designing CES leadership development programs.

Rather than embracing any one theory or approach to leadership, we advocate an electic approach to using and applying leadership concepts that have emerged from empirical research. We feel that each perspective and theory presented in this paper has content validity for extension CLD work. The challenge of all of us is to develop the literature-based framework or set of frameworks most pertinent to the specific educational needs of the various types of clientele associated with extension CLD programming.

PART 5: Personal and Organizational Contacts for Community Leadership Programming

This section focuses on persons and organizations involved in Community Leadership. Specifically, the first part of this section lists Cooperative Extension Contacts (including the Regional Rural Development Centers). The second on Statewide Rural and Agricultural Leadership Program contacts. The third lists Foundations and Private Interests devoted to community leadership.

This section was compiled by W. Robert Lovan, ES/USDA.

Cooperative Extension Service Community Leadership

John Burton
Extension Hall
Auburn University
Auburn, AL 36849
(205) 826-4964

W. A. Rice
Cooperative Extension Program
P. O. Box 286
Normal, AL 35762
(205) 859-7337

Glen Ray
2651 Providence Avenue
Building H
Anchorage, AK 99504
(907) 786-1866

Doug Dunn
450 S. Haskell
Willcox, AZ 85643
(602) 384-3594

John B. Clark
University of Arkansas at Pine Bluff
P. O. Box 4007
Pine Bluff, AR 71601
(501) 541-6751

John L. Leinhardt
1201 McAlmont
P.O. Box 391
Little Rock, AR 72203
(501) 373-2591

Jim Grieshop
Applied Behavioral Science
University of California at Davis
Davis, CA 95616
(916) 752-3008

Gail Shellberg
201 Administration Building
Colorado State University
Fort Collins, CO 80523
(303) 491-6281

Maria Maiorana Russell
U-36, University of Connecticut
Storrs, CT 06268
(203) 486-4126

Kenneth W. Bell
Delaware State College
Cooperative Extension Service
Dover, DE 19901
(302) 736-5160

Daniel S. Kuennen
University Substation
Rd 2/ Box 48
Georgetown, DE 19947

Lionel Beaulieu
199 Rolfs Hall
University of Florida
Gainesville, FL 32611
(904) 392-1747

James C. Edwards
P.O. Box 339
Florida A&M University
Tallahassee, FL 32307
(904) 599-3546

James B. Harris
Lumpkin House
Athens, GA 30602
(404) 542-2713

Lawrence F. Kasperbauer
College of Agriculture and Life Sciences
University of Guam
UOG Station, Mangilao, GU 96913
(671) 734-2189, 734-2506

Jean Young
Gilmore 112
University of Hawaii
Honolulu, HI 96822
(808) 948-7711

Russell Withers
University of Idaho
College of Agriculture
Moscow, ID 83843
(208) 882-6262

John C. Vanes
435 Mumford Hall
1301 W. Gregory
University of Illinois
Urbana, IL 61801
(217) 333-1825

Janet Ayres
577 Krannert Bldg.
West Lafayette, IN 47907
(317) 494-9777

Betty Wells
303 East Hall
Iowa State University
Ames, IA 50011
(515) 294-6481

T. J. "Sonny" Sisk
115 Umberger Hall
Kansas State University
Manhattan, KS 66506
(913) 532-5840

Paul Warner
208 Scovell Hall
University of Kentucky
Lexington, KY 40546
(606) 257-1803

Ron Williams
Cooperative Extension Program
Kentucky State University
Box 196
Frankfort, KY 40601
(502) 564-5660

Adell Brown, Jr.
P.O. Box 10010
Southern Branch P.O.
Southern University
Baton Rouge, LA 70813
(504) 771-2242

Robert R. Soileau
Louisiana State University
Knapp Hall, Room 202 N.
Baton Rouge, LA 70803
(504) 388-2266

Conrad W. Griffin
302 Winslow Hall
University of Maine
Orono, ME 04469
(207) 581-3166

Bruce W. Sorter
Room 3220, Symons Hall
University of Maryland
College Park, MD 20742
(301) 454-4249

Louis C. Thaxton
State Extension Specialist
Community Resource Development,
Trigg Hall
University of Maryland at Eastern Shore
Princess Anne, MD 21853
(301) 651-0279

Bob Biagi
West Experiment Station
University of Masssaachusetts
Amherst, MA 01003
(413) 545-2049

Duane Dale
West Experiment Station
University of Massachusetts
Amherst, MA 01003
(413) 545-2049

Michael Kane
West Experiment Station
University of Massachusetts
Amherst, MA 01003
(413) 545-2049

William Kimball
323 Natural Resources Bldg.
Michigan State University
East Lansing, MI 48824
(517) 353-0797

Carlton Ray Sollie
Mississippi State University
P.O. Box 5406
Mississippi State, MS 39762
(601) 325-2495

Charles Sheppard
Community Leadership Programs
Cooperative Extension Service
Alcorn State University
Lorman, MS 39096
(601) 877-2916 or 877-2933

L. R. Hughes
Lincoln University
900 Moreau Drive
Jefferson City, MO 65101-3594
(314) 751-3797

Don Littrell
720 Clark Hall
University of Missouri
Columbia, MO 65211
(314) 882-8393

Dave Sharpe
409 Linfield Hall
Montana State University
Bozeman, MT 59717
(406) 994-2962

Duane A. Olsen
Room 225, H. C. Filley Hall
UNL - East Campus
Lincoln, NE 68583-0922
(402) 472-2041

Mike Mooney
College of Agriculture
University of Nevada
Reno, NV 88557
(702) 784-1679

Gerald W. Howe
313 James Hall
Durham, NH 03824
(603) 862-1700

John J. Kupcho
Rutgers State University
P.O. Box 231
New Brunswick, NJ 08903
(201) 932-9306

Robert O. Coppedge
10701 Lomas NE, Suite 118
Albuquerque, NM 87112
(505) 766-1264

Donald Tobias
141-B Martha Van Rensselaer
Cornell University
Ithaca, NY 14853
(607) 256-7770

Simon K. Garber
Box 8107, North Carolina State
University
Raleigh, NC 27695-8107
(919) 737-2670

Dalton H. McAfee
P.O. Box 21928
Coltrane Hall
North Carolina A&T State University
Greensboro, NC 27420
(919) 379-7691

Ronald Anderson
301D Morrill Hall
North Dakota State University
Fargo, ND 58105
(701) 237-7393

John D. Rohrer
2120 Fyffe Road
Columbus, OH 43210
(614) 422-8436

Donna Cadwalader
146 Home Economics West
Oklahoma State University
Stillwater, OK 74078
(405) 624-6230

Ivory Moore
Box 970
Langston University
Langston, OK 73150
(405) 446-2339

James L. Mosley
Oklahoma State University
Assistant Director, OCES
Stillwater, OK 74078
(405) 624-5400

Greg Tillson
Milan Hall
Oregon State University
Corvallis, OR 97331
(503) 754-3684

Daryl Heasley
104 Weaver Bldg.
University Park, PA 16802
(814) 863-4679

Marian Feeney
Home Economics
University of Rhode Island
Kingston, RI 02881
(401) 792-2463

Edward M. Hudson
P.O. Box 1836
South Carolina State College
Orangeburg, SC 29117
(803) 534-0660

C. Tom Mounter
108 Barre Hall
Clemson University
Clemson, SC 29631
(803) 656-3305

Thomas Dobbs
Scobey 109 - Box # 504A
South Dakota University
Brookings, SD 57007
(605) 688-4141

David C. Gandy
Tennessee State University
3500 John A. Merritt Blvd.
Nashville, TN 37203
(615) 320-3651

D. Ray Humberd
P.O. Box 1071
Knoxville, TN 27901-1071
(615) 974-7271

Dave Ruesink
Special Services Building, Room 120
College Station, TX 77843
(409) 845-9688

Dave Rodgers
Utah State University
Community Development Programs
Logan, UT 85322
(801) 750-1255

Robert Honnold
Morrill Hall
University of Vermont
Burlington, VT 05405
(802) 656-2990

Kwame Garcia
P.O. Box L./Kingshill
St. Croix, VI 00850
(809) 778-0246

Michael Chandler
Room 233 Smyth Hall
Virginia Tech University
Blacksburg, VA 24061
(703) 961-6921

Kevin T. McNamara
Virginia State University
Cooperative Extension Service,
Box 540
Petersburg, VA 23803
(804) 520-6421

Dwight Pace
Room 203 E. Agricultural Sciences
Bldg.
Washington State University
Pullman, WA 99164-6230
(509) 335-2925

Delmar Yoder
2098 Agricultural Sciences Bldg.
Morgantown, WV 26506
(304) 293-3408

Harriett Moyer
University of Wisconsin-ES
Recreation Resources Center
602 State Street, Rm. 201
Madison, WI 53703
(608) 262-3939

Jim De Bree
University of Wyoming
University Station, Box 3354
Laramie, WY 82071
(307) 766-3253

Robert F. Frary
University of Wyoming
University Station, Box 3354
Laramie, WY 82071
(307) 766-3253

Regional Rural Development Centers

Doss Brodnax, Director
Southern Rural Development Center
P.O. Box 5406
Mississippi State University
Mississippi State, MS 39762
(601) 325-3207

Daryl Heasley, Director
Northeast Rural Development Center
104 Weaver Building
The Pennsylvania State University
University Park, PA 16802
(814) 863-4656

Pete Korsching, Director
North Central Rural Development
Center
Iowa State University
216 East Hall
Ames, IA 50011
(515) 294-8320

Russ Youmans, Director
Western Rural Development Center
Oregon State University
Corvallis, OR 97331
(503) 754-3621

Statewide Rural and Agricultural Leadership

John Burton
Co-Director
Cooperative Extension Service
101 Duncan Hall
Auburn University
Auburn University, AL 36849
(205) 826-5323

Eldon E. Moore
Coordinator
Project CENTRL
Center for Rural Leadership
4341 E. Broadway
Phoenix, AZ 85040
(602) 255-5079

J. B. Williams
State Leader-Community Development
Cooperative Extension Service
P.O. Box 391
University of Arkansas
Little Rock, AR 72203
(501) 373-2500

Gene E. Rapp
Director of Education
Agricultural Education Foundation
111 G. Street
Suite 31
Davis, CA 95616
(303) 866-3219

David Carlson
Executive Director
Colorado Agricultural Leadership Council
1525 Sherman - Room 406
Denver, CO
(303) 866-3219

Jane Yamashiro
Center for Continuing Education
and Community Service
Community Resource Development
University of Hawaii at Hilo
P.O. Box 156
Kealakekua, HI 96750
(808) 322-6066

Randall Barnett
University of Kentucky
Room S-329
Agricultural Sciences
Center-North
Lexington, KY 40546
(606) 257-1847

Eugene E. Trotter
Agricultural Economics
College of Agriculture and
Natural Resources
120 Agriculture Hall
Michigan State University
East Lansing, MI 48824
(517) 355-0190

David Pearce
College of Agriculture
University of Missouri-Columbia
Columbia, MO 65211
(314) 882-4512

Allen Blezek
Executive Director
The Nebraska Agricultural
Leadership Council, Inc.
302 Agricultural Hall
University of Nebraska
Lincoln, NE 68583
(402) 472-681

Eugene Williams
Executive Director
Oklahoma Agricultural Leadership Program
460 Ag Hall
Oklahoma State University
Stillwater, OK 74078
(405) 624-5134

Marian Feeney
Home Economics
University of Rhode Island
Kingston, RI 02881
(401) 792-2463

Joyce Watson
Illinois Agricultural
Leadership Foundation
P.O. Box 160
Macomb, IL 61455
(309) 837-7711

Horace Tyler
Ad Administration Building
Ag Communications Department
Purdue University
West Lafayette, IN 47907
(317) 494-8413

James C. Preston
Extension Rural Sociologist
434 Warren Hall
Cornell University
Ithaca, NY 14853
(607) 256-4514

Rick Duvick
Department of Rural Sociology
Ohio State University
Columbus, OH 43210
(614) 422-6021

William D. Irvin
Program Director for Resource Community Resource Development
Smyth Hall
Virginia Polytechnic Institute and State University
Blacksburg, VA 24506
(703) 961-5954

Jack Hagarty
Executive Director
Agricultural Leadership Trust
Ministry of Agriculture & Food
Guelph Agriculture Center
Box 1030
Guelph, Ontario, Canada
(519) 823-5700/324

Dave Roseleip
State of Washington Leadership Program
Washington Agriculture & Forestry Leadership Program
P.O. Box 13348
Spokane, WA 99213
(509) 926-9113

Robert Rieck
University of Wisconsin-Extension
615 Extension Building
432 N. Lake Street
Madison, WI 53706
(608) 766-3372

Robert Fletcher
College of Agriculture
University of Wyoming
P.O. Box 3354
University Station
Laramie, WY 82071
(307) 766-3372

Kenneth W. Knox, Director
Rural Organizations and Services Branch
Ontario Ministry of Agriculture & Food
Guelph Agriculture Center
Box 1030
Guelph, Ontario N1H 6N1
(519) 823-5700/324

Keith Scearce
Cooperative Extension Service
Fairfax Hall
University of Georgia
Athens, GA 30602
(404) 542-3824

Bill Eberle
Assistant Director of Cooperative Extension Service
Community Development
215 Umberger Hall
Kansas State University
Manhattan, KS 66506
(913) 532-5840

James App
Assistant Dean of Agriculture and Rural Development
University of Florida
1038 McCarty Hall
Gainesville, FL 32611
(904) 392-1763

Daryl K. Heasley
Chief Executive Officer
RULE, Inc.
104 Weaver Building
The Pennsylvania State University
University Park, PA 16802
(814) 863-4679

Warren Sifferath
Dakota County Extension Office
Fairgrounds
4100-220th Street, W.
Farmington, MN 55024
(612) 463-3302

Bill Pope
P.O. Box 522
Marlow, Oklahoma 73055
(405) 658-6734

Rick Phillips
Idaho Dept. of Agriculture
Assistant to the Director
P.O. Box 790
Boise, ID 83712
(208) 334-3240

Foundation and Private Interests (Non-Extension)

Center for Leadership Studies
California American University
Escondido, CA 92025
(800) 854-2143 or (619) 741-6595

Center for Voluntary Action
Virginia Polytech Institute and State University
Blacksburg, VA 24061
(703) 961-6705

Family Community Leadership
4120 S.W. 322nd
Federal Way, WA 98023
(206) 838-0269

National Center for Leadership Studies
National Association of Towns and Townships
1022 K Street, NW Suite 730
Washington, DC 20005
(202) 737-5200

Ontario Agricultural Leadership Program
Ontario Ministry of Agriculture Bldg.
Guelph Ontario, Canada
(519) 823-5700, Ext. 324

National Center for Citizen Involvement
1111 N. 19th Street, Room 500
Arlington, VA 22209

Hubert Humphrey Institute of Public Affairs
909 Social Sciences
University of Minnesota
Minneapolis, MN 55455
(612) 376-9855

Resources for the Future
1616 P Street, NW
Washington, DC 20036
(202) 328-5082

Resource Systems Institute
East-West Center
Honolulu, HI 96822
(808) 944-7522

The Citizen Involvement Training Program
255 School of Education
University of Massachusetts
Amherst, MA 01003

University Associates, Inc.
8517 Production Avenue
San Diego, CA 92121
(619) 578-5900

W. K. Kellogg Foundation
400 North 8th Avenue
Battle Creek, MI 49016
(616) 968-1611

Center for Creative Leadership
Patricia A. Wegner-Lake
5000 Laurinda Dr., P.O. Box P-1
Greensboro, NC
(919) 288-7210

APPENDIX A: Methodology for the National Survey

The mail survey design followed the "Total Design Method" (TDM) as developed by Don A. Dillman.* A survey instrument was designed and pretested in April-May, 1985, and mailed to the sample population in June. As recommended in the TDM method, a postcard follow-up was initiated on June 28, followed by a second letter and survey form to non-respondents on July 19.

Potential respondents were identified in each land-grant institution. Each extension director and 1890 administrator was sent a letter of explanation requesting his or her cooperation in referring the questionnaire to one or two extension staff who were involved with community leadership programs. Directors and administrators were encouraged to consider staff representing all program areas. A USDA/ES list of community leadership contacts, across all program areas, as generated, and names were sent to directors and administrators to use if desired.

Table 3 summarizes questionnaires sent and returned, by region. A total of 146 survey instruments were sent to directors and administrators. A total of 106 questionnaires (72 percent of the total) were returned as of September 15.

Table 3. Questionnaires Sent and Returned, by Region

Region	Number Sent to Directors and 1890 Administrators	Number Returned	Distribution of Questionnaires Returned
West	34	26	25.0%
North Central	24	20	19.0%
Northeast	28	19	18.0%
Southern	58	40	38.0%
University of Virgin Islands	2	1	.01%
Total	146	106	100.01%

*Dillman, Don A., *Mail and Telephone Surveys: The Total Design Method* (New York: John Wiley and Sons, 1978).

APPENDIX B

COMMUNITY LEADERSHIP . . . WHAT IS GOING ON?

A national survey of extension staff in all program areas about involvement in community leadership efforts.

I. YOUR INVOLVEMENT IN COMMUNITY LEADERSHIP

Q-1 This is a survey about community leadership--one particular aspect of leadership development. We would like to begin by learning more about your own involvement in community leadership. Are you currently involved with at least one Cooperative Extension Community Leadership efforts? (Circle number of answer)

1 YES
2 NO

Q-2 (If Yes), please describe your community leadership efforts. (If the space provided is not adequate, please photocopy this page and attach the necessary extra copies)

(1) Title_____

Desired Impacts_____

Audience_____

Q-3 Who are the primary audiences for your community leadership efforts? (Circle all number that apply.)

1 VOLUNTEER COMMUNITY ORGANIZATION REPRESENTATIVES
2 BUSINESS AND INDUSTRY (NONAGRICULTURAL) REPRESENTATIVES
3 BUSINESS AND INDUSTRY (AGRICULTURAL) REPRESENTATIVES
4 OTHER SPECIAL INTEREST/ADVOCACY GROUP REPRESENTATIVES - (describe)_____
5 EXTENSION HOME ECONOMICS ORGANIZATION REPRESENTATIVES
6 4-H AND YOUTH ORGANIZATION REPRESENTATIVES
7 FAMILY-COMMUNITY LEADERSHIP REPRESENTATIVES
8 EXTENSION ADVISORY GROUP REPRESENTATIVES
9 EXTENSION STAFF
10 RESEARCH AND TEACHING COLLEAGUES
11 UNIVERSITY STUDENTS
12 LOCAL/REGIONAL/STATE GOVERNMENT REPRESENTATIVES
13 OTHER (please specify)_____

Q-4 (If Local/Regional/State Government Representatives, are they primarily)

1 ELECTED OFFICIALS?
2 APPOINTED OFFICIALS?
3 STAFF?

Q-5 Briefly describe one of your most recent presentation or training sessions that dealt with community leadership.

Title_____

Content/Focus_____

Audience_____

Q-6 Do you develop training materials or publications that are used to support community leadership programs?

1 YES
2 NO

Q-7 (If Yes), describe up to two of you most recent training materials and publications.

Title_____

Content/focus_____

Audience_____

Format: (Please check answer)

Publication	_____	Learning Exercise	_____
Audio/Visual Aid	_____	Other (describe)	_____

_____

Q-8 Approximately what percentage of your total time is devoted to community leadership (as defined in the cover letter)?

_____% PERCENT OF MY TIME

II. YOUR COMMUNITY LEADERSHIP INTERESTS

Q-1 Next we would like to know more about your particular community leadership interests. Below are listed some of the different roles that people take in carrying our community leadership efforts. Please rate your personal interest in each role.

	Role	Degree of Personal Interest (Circle answers)			
1	Writer (publications, reports, articles)	UNSURE	LOW	MODERATE	HIGH
2	Trainer (of staff).	UNSURE	LOW	MODERATE	HIGH
3	Trainer (of general public)	UNSURE	LOW	MODERATE	HIGH
4	Presentor (of technical subject matter)	UNSURE	LOW	MODERATE	HIGH
5	Researcher.	UNSURE	LOW	MODERATE	HIGH
6	Project evaluator	UNSURE	LOW	MODERATE	HIGH
7	Idea generator.	UNSURE	LOW	MODERATE	HIGH
8	Group facilitator	UNSURE	LOW	MODERATE	HIGH
9	Project leader	UNSURE	LOW	MODERATE	HIGH
10	Other (please specify)	UNSURE	LOW	MODERATE	HIGH

Q-2 Which of the above would you prefer to assume if you were involved in a community leadership program? (Put number of role from Q-1 in appropriate box below.)

	MOST PREFERABLE
	SECOND MOST PREFERABLE
	THIRD MOST PREFERABLE

Q-3 Suppose you had an opportunity to carry out a new and important community leadership effort. What would you do? (Briefly describe.)

Purpose_____

Audience_____

Method(s)_____

Q-4 What is the best Extension community leadership program/effort that you know about? (Indicate program title and contact person's name, address and telephone number.)

Program Title_____

Contact Name_____

Address_____ Telephone_____

Q-5 What is the best nonextension community leadership program or effort that you know about?

By "nonextension" we mean other programs in the university that are not part of extension, or programs completely outside of the university. (Indicate program title and contact person's name, address, and telephone number.)

Program Title_____

Contact Name_____

Address_____ Telephone_____

Q-6 What are two of your most valuable community leadership references? (Indicate authors, dates of publication, titles, and publishers.)

Author(s)_____ Date_____

Title_____

Publisher_____

Q-7 Most of us look to certain role models or "leaders in the field" for inspiration in our work. Who gives you inspiration and ideas for community leadership work? (List up to two names, addresses, and telephone numbers.)

Name_____

Address_____ Telephone_____

III. YOUR COMMUNITY LEADERSHIP NETWORK

Next we would like to learn more about other people who are involved with community leadership — regardless of area of training, job responsibility, or organizational affiliation. We would appreciate your telling us about you community leadership network.

Q-1 Consider other extension professionals in your state who are involved with community leadership efforts of any kind. Identify one person in each extension program area, or in any area of extension program support, who you feel is making a contribution to community leadership development.

Agriculture: Name_____

Address_____Telephone_____

Natural Resources: Name_____

Address_____Telephone_____

Home Economics: Name_____

Address_____Telephone_____

4-H and Youth: Name_____

Address_____Telephone_____

Community Resource
Development: Name_____

Address_____Telephone_____

Other: Name _____

Address_____Telephone_____

Q-2 Do you know anyone doing research in your state on community leadership?

1 YES
2 NO

Q-3 (If Yes), please indicate the person's name, address, and telephone number. If known, please indicate research focus or interest.

Name_____

Address_____Telephone_____

Research focus/interest_____

Q-4 Do you know any people outside of extension or research in your state who are involved with community leadership?

1 YES
2 NO

Q-5 (If Yes), please indicate the person's name, address, telephone number and type of community leadership involvement.

Name_____

Address_____Telephone_____

Type of involvement_____

There are a number of nonextension organizations and firms that engage in community leadership. Sometimes this includes research, teaching, or materials development.

Q-6 Do you know of any of these nonextension organizations or firms in your state that might be involved with community leadership? Recall that "nonextension" refers to other programs in the university that are not part of Cooperative extension, or programs completely outside of the university.

1 YES
2 NO

Q-7 (If Yes), indicate the organization or firm name, contact person's name, address, and telephone number. If known, describe some activity the group does in community leadership.

Organization/firm_____

Contact Name_____

Address_____Telephone_____

Activity_____

Q-8 Do you know of any nonextension organizations or firms outside of your state that are involved with community leadership efforts?

1 YES
2 NO

Q-9 (If Yes), indicate the organization or firm name, contact person's name, address, and telephone number. If known, describe some activity the group does in community leadership?

Organization/firm_____

Contact Name_____

Address_____Telephone_____

Activity_____

Q-10 Would you be interested in being a part of a more identifiable "community leadership network"?

1 YES
2 NO

Q-11 (If Yes), what purpose could such a network serve for you?

_____

IV. YOUR BACKGROUND

Q-1 Finally, we would like to ask you a few questions about yourself. Which of the following best describes the type of appointment you hold and the corresponding amount of time associated with it? (Please circle the number of your answer and indicate the corresponding percentage of time allocated to the appointment.)

	Percentage of Time Allocated
1 RESEARCH	_____%
2 EXTENSION.	_____%
3 TEACHING	_____%
4 ADMINISTRATION	_____%
5 OTHER (please specify)	_____%

Q-2 Do you teach any courses for credit that contain subject matter about community leadership concepts, theories, or skills? (Circle answer)

1 YES
2 NO

Q-3 (If Yes), what are the course names?

_____

_____

Q-4 Which extension program area(s) do you associate with most closely? (Circle no more than <u>two</u> answers.)

1 AGRICULTURE
2 NATURAL RESOURCES
3 COMMUNITY DEVELOPMENT
4 HOME ECONOMICS
5 4-H & YOUTH
6 OTHER (please specify)_____

Q-5 Are you currently involved with any experiment station (CSRS) funded research projects?

1 YES
2 NO

Q-6 (If Yes), who funds the research?

_____

Q-7 (If Yes), what is/are the project titles(s)?

_____

Q-8 What is your professional or academic specialty? (List more than one if appropriate, e.g., adult education, animal science, Asian studies, rural sociology, horticulture)

_____

Q-9 Do you have any formal training for credit in community leadership?

1 YES
2 NO

Q-10 (If Yes), please describe the training and where you received it.

_____

Q-11 Have you had any informal noncredit community leadership training?

1 YES
2 NO

Q-12 (If Yes), please describe the training and where you received it.

_____

Q-13 How would you describe your particular area(s) of community leadership expertise?

_____

Q-14 What degrees do you hold?

BACHELORS in_____

MASTERS in_____

DOCTORATE in_____

Q-15 What geographical area best describes your current responsibilities? (Circle all answers that apply.)

1 COUNTY
2 MULTICOUNTY
3 STATE
4 MULTISTATE
5 OTHER (please specify)_____

Q-16 Please indicate your name, title, address, and telephone number.

NAME_____

TITLE_____

ADDRESS_____TELEPHONE_____

Is there anything else you would like to tell us about your involvement or interest in community leadership development? If you have further comments on any of the questions in the questionnaire, please use this space to add them.

The Pennsylvania State University, in compliance with federal and state laws, is committed to the policy that all persons shall have equal access to programs, admission, and employment without regard to race, religion, sex, national origin, handicap, age, or status as a disabled or Vietnam-era veteran. Direct inquiries to the Affirmative Action Officer, Suzanne Brooks, 201 Willard Building, University Park, PA 16802; (814) 863-0471.

2M986